

Childminder report

Inspection date: 27 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming, nurturing environment for children. She is attentive to the children's needs and actively supports their learning and development. This supports children to make progress and prepares them for transitions to pre-school and school. Children demonstrate a positive attitude to their learning and are supported to manage their feelings and behaviour. The childminder knows the children well and speaks confidently about each child's personality, their interests and stage of development.

The childminder provides a good range of activities and experiences. She introduces children to a wide range of songs and rhymes, which successfully supports their language and concentration skills. Children enthusiastically sing 'Five little monkeys swinging from the trees'. They complete actions associated with the song, such as snapping their hands together to pretend to be a crocodile. Additionally, the childminder skilfully incorporates mathematical concepts into the activity. Children count the monkeys and older children know that if they have five monkeys and take one away that this will leave four monkeys. Additionally, children demonstrate that they understand concepts, such as 'fast' and 'slow', when they pretend to drive a car.

What does the early years setting do well and what does it need to do better?

- The dedicated childminder puts the children at the heart of everything she does. She accesses training opportunities, taking time to reflect on what she has learned and thinking about how this can be introduced within her setting. For example, following training about 'loose parts' play the childminder is beginning to provide natural and recycled resources to enhance the children's creativity.
- Children develop close attachments with the childminder, which successfully supports their emotional development. They naturally seek a cuddle from the childminder if they need reassurance. The childminder structures her curriculum to build on what they know and can already do and completes ongoing observations of children to monitor their progress. However, on occasions she does not use planned activities and spontaneous opportunities to further extend children's knowledge as they play. Additionally, the childminder does not always provide children with a wider range of resources to enable them to extend and develop the activities they are enjoying.
- The childminder is a positive role model. She supports children to understand rules and boundaries, such as the importance of listening, taking turns and not running indoors. The childminder praises children for their efforts and achievements, which develops their confidence. Additionally, the childminder places high priority on supporting children's independence and sense of responsibility. Children are actively encouraged to put on appropriate clothing

before going outside to play and help to wash fruit in readiness for snack.

- The childminder supports children's listening, language, and communication skills. She engages in back-and-forth conversations with children. This supports children to learn new vocabulary and to use sentences to respond to the questions asked. The childminder frequently reads stories to the children, engaging them actively in the story. Older children enthusiastically answer questions and younger children show a genuine interest in the illustrations.
- The childminder is successful in broadening children's knowledge and understanding of the local community. For example, children learn about different animals during regular visits to the zoo and farm. This also provides opportunities for children to sit on the real tractors and play in a large sandpit. Additionally, children explore the woods. Older children explain that they enjoy searching for fairies behind the 'fairy doors'. The childminder also enhances children's social skills during visits to music groups, where children have opportunities to make new friends.
- The childminder develops positive relationships with parents. She spends time talking to parents and getting to know children's care needs and stage of development before they attend. This successfully helps to ease the transition from the children's home into the childminder's care. Information regarding the children's day and their development is regularly shared, including photos of them participating in activities. Parents are complimentary in their praise of the childminder. They state that they are extremely happy with the activities, including the range of outings provided.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- use every opportunity to extend children's learning during planned and spontaneous play activities
- improve children's accessibility to the range of resources in the designated play room and garden to further support their motivation to explore and develop their play and ideas.

Setting details

Unique reference number	EY321110
Local authority	Central Bedfordshire
Inspection number	10344381
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 September 2018

Information about this early years setting

The childminder registered in 2006 and lives in Leighton Buzzard, Bedfordshire. She operates from Monday to Friday, term time only, from 7.45am until 5.30pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Austen

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed children taking part in activities with the childminder, and assessed the impact on children's learning.
- Children spoke to the inspector during the inspection about the activities they were enjoying.
- A sample of the childminder's documents were reviewed by the inspector.
- The inspector took account of the views of parents from written feedback provided at the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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