

Childminder report

Inspection date: 15 December 2022

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

Children thoroughly enjoy their time with the childminder. They show that they feel safe, settled and happy in her care. Children are friendly, engaged and confidently welcome visitors. They behave very well and have excellent manners. The childminder is a good role model and has a consistently warm, calm approach. Children are familiar with the daily routines and respond well to the childminder's requests. For example, they help her to tidy away the toys, to make room for new games that they have asked to play with instead. Children learn to share, take turns and support each other during their play. The childminder gives them regular praise, which develops their confidence and self-esteem.

The children enjoy freely choosing their own activities throughout the day. They are confident in asking the childminder to play games, play music on her piano or to craft something together. Children choose card games that involve counting, matching and turn taking to practise their understanding of numbers. They eagerly listen to fun stories that the childminder reads to them. The childminder plans fun activities that encourage new experiences and interest in the world around them. For example, children make bird feeders together. They discuss the cold weather and the birds being hungry because their food sources are covered in snow and ice. This helps the children to learn emotions, such as empathy, make links to their previous learning about nature and understand why they were doing this activity.

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

- The childminder is aware of every child's background and individual needs. She focuses on ensuring the children are exposed to a variety of new and interesting experiences. For example, they are encouraged to celebrate and learn about different cultures and festivals such as Chinese New Year. Children have the opportunity to taste new foods and use different utensils to eat with, for example chopsticks. They create artwork, such as dragons and masks, and take them home to share with their family. This provides children with real-life and diverse experiences that they may not have had before. However, activities are not consistently adapted for younger children to ensure they receive the same high-quality learning experiences as the older children.
- Children make good progress with their physical and social development. She provides opportunities to visit and explore local woodland trails, farms, and natural parks. The children attend playgroups and socialise with other local childminder's children regularly. The children are offered opportunities to explore nature every day outside the setting or in the garden. Children have access to a play kitchen, garden apparatus and a large tray with a variety of resources and activities there.
- The childminder promotes children's communication skills well. She is excellent

at modelling language and using the correct terminology when speaking to all children. For example, she talks to children when she plays with them during a story or when making bird feeders. Children are introduced to new words that the childminder uses, such as 'igloo', 'threading' and 'chopping', which helps to increase their developing vocabulary.

- Parents are delighted with the care and learning opportunities that their children receive. They all speak highly of the childminder's warm manner and the time she spends on getting to know the children. They refer to the childminder's brilliant communication with them, and their satisfaction with the variety of activities she offers.
- The childminder takes time to find out important information from the parents before the children start. She completes observations of the children and tracks their progress with her as they begin to settle. She has detailed and well-thought-out next steps for each child, and fully understands what they already know and can do. Her settling-in procedures are flexible and managed on an individual basis, depending on the children's and parent's needs or wishes.
- Children are developing their independence. They are encouraged to put their shoes, hats and coats on by themselves. Children wash their hands before mealtimes and attend to their own toileting needs. The childminder teaches children about road safety. They learn to hold onto the buggy or stay close to it when the childminder takes them on the school runs or out for walks together. This helps develop children's understanding of how to keep themselves safe and supports children in being ready for school.
- The childminder evaluates her work well and ensures that her knowledge is up to date through attending relevant training opportunities. She regularly attends webinars that focus on how children learn and transition to school and then applies this to her practice and procedures. The childminder recognises her own strengths and continues to identify new training ideas alongside this.

Safeguarding

The arrangements for safeguarding are effective.

The childminder shows a good awareness of her safeguarding responsibilities to the children. She is clear about the possible signs that may indicate children are at risk of abuse or neglect and what she needs to do to protect them. The childminder can identify children who may need early help and is aware of wider safeguarding issues such as radicalisation. She has the relevant contact information in case she needs to make a referral or needs to seek professional advice.

What does the setting need to do to improve?

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

- adapt activities for the younger children so that they receive the same high-

quality learning experiences as the older children.

Setting details

Unique reference number	EY331272
Local authority	Central Bedfordshire
Inspection number	10263863
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 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	15 May 2017

Information about this early years setting

The childminder registered in 2006 and lives in Shillington, near Hitchin. She operates all year round, from 8am to 5.30pm, Tuesday to Thursday, and provides wraparound care on Monday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Aimee Dillard

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 provider and has taken that into account in their evaluation of the setting.
- The inspector had a learning discussion with the childminder. This enabled the childminder to discuss how her curriculum and setting are organised for children's learning.
- The childminder spoke to the inspector about children's next steps and about her knowledge around each child's individual development.
- The inspector viewed the premises and areas used for childminding.
- The inspector took account of the views of parents from written feedback provided.
- The inspector interacted and spoke with the children at appropriate times during the inspection and observed their interactions with the childminder.
- The inspector observed the play and learning activities that children participated in.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector examined relevant documentation, such as evidence of the childminder's qualifications and the suitability of household members.

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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