

Childminder report

Inspection date: 10 May 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children appear settled and happy in the childminder's home. Children confidently explore resources in the playroom and show a lot of interest in what is set out for them. The childminder plans her environment to ensure that all children have opportunities to learn through their immediate interests. She confidently discusses what she wants children to learn and how activities that are out will support their learning. Older children learn to take turns as they slot wooden sticks through holes. Younger children show curiosity as they empty and fill pretend shopping baskets.

Children behave well. The childminder reminds them to use their manners as they are handed their fruit at snack time. Older children learn to negotiate when they both want to play with the same toy and the childminder intervenes when needed. Children are kind to each other. For example, older children help younger children to cross a balancing beam, holding their hand and using words of encouragement. They relish the praise that they receive from the childminder. She awards stickers to children for good behaviour, and children show immense pride as they show visitors. They tell the childminder when they do something well. As a result, children are confident and feel valued in her home.

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

- Mathematics is taught well. The childminder uses a lot of mathematical language during children's play, and older children show curiosity with shapes and numbers. During activities the childminder discusses shapes, sizes of different objects, positional language and counting. Older children are keen to see which one of them is taller as they hold sticks in the air. Children say numbers spontaneously as they construct objects.
- The childminder knows children well. She confidently discusses what children already know and what she intends for them to learn. She has high expectations of what she wants older children to learn and provides appropriate challenge to ensure that they make progress that they are capable of. However, the expectations of younger children are not always as high. Therefore, at times the childminder misses opportunities to build on children's existing knowledge and skills.
- Children have opportunities to build on their language. The childminder introduces new words to younger children. She names single words as children hold up pretend fruits and vegetables. The childminder uses a variety of open-ended and closed questions with older children and encourages them to give explanations. She listens intently, giving all children time to answer. As a result, children are confident communicators and make good progress.
- The childminder has good links with local pre-schools and schools. She ensures

that relevant information is shared about what children are learning. This helps to make sure that learning is consistent for those children who attend more than one setting. She identifies what it is that children need to learn before they transition to school, and ensures that activities are planned to support this. For example, the childminder is working with older children to encourage turn taking, as she has identified that this is a skill needed when a child begins at school.

- Opportunities for children to develop physically are good. Inside, children are given tongs to pick up pieces of pasta to strengthen muscles in their hands to prepare them for later stages in their learning. Children lay out stepping stones in the garden and begin to jump from one to the next. Younger children use ride-on toys and use their legs to push themselves along. However, the curriculum is narrow outdoors for children, and does not reflect all areas of learning. This means that children who show a preference for learning outside do not always benefit from a rich learning environment, and therefore miss opportunities to learn in their preferred way.
- Parents are satisfied that their children are happy in her care. They say they feel that it is a 'home from home'. The childminder shares what she is teaching with parents and ensures that parents are partners in their children's learning. The childminder is evaluative of her practice and regularly attends courses to enhance her professional development, with the aim to continually improve provision for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good understanding of the four categories of abuse, the signs and symptoms that she may observe and how she would report this appropriately. She confidently discusses what she would do if she thought that a child was witnessing domestic violence in their home, and confirms that she understands what to do if a serious incident was to occur. She keeps children safe in her home and ensures that risk assessments are in place. She teaches children to keep themselves safe. For example, she talks to them about the safety of using knives as they cut their fruit for snack.

What does the setting need to do to improve?

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

- broaden the curriculum for outdoor provision to reflect all areas of learning, especially for those children who show a preference for learning outdoors
- have the highest expectations for all children to ensure that they all make the progress they are capable of.

Setting details

Unique reference number	EY373460
Local authority	Central Bedfordshire
Inspection number	10285774
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 October 2017

Information about this early years setting

The childminder registered in 2008 and lives in Marston Moretaine, Bedfordshire. She operates from Monday to Thursday from 7.30am until 5.30pm all year round, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Amy Clarkson

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector carried out a joint evaluation of an activity.
- Parents shared written feedback of the setting for the inspector.
- The inspector looked at relevant documentation and reviewed evidence of 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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