

Childminder report

Inspection date: 13 June 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 arriving at the childminder's home greet one another warmly and are keen to start playing. They show strong attachments to the childminder and often stop to give her spontaneous hugs. Children chatter to each other as they play. They recognise that it is important to listen to others as well as state their own thoughts. Children's behaviour is very good. They negotiate taking turns and happily wait for their friends to finish eating before leaving the table. Children are enthusiastic learners and become engrossed in their play, concentrating for extended periods. For example, they explore the texture of rice and 'pretend snow', arranging these to make scenes for their favourite characters.

Children develop good physical skills and are learning to assess risks. For instance, children decide to use a smaller slide first. They competently climb the steps and slide down before moving on to a bigger slide. Ongoing discussions help children to understand the relevance of healthy practices, such as the importance of cleaning their teeth properly. The childminder is sensitive to the possible effects of the COVID-19 lockdowns. She understands that some children have had less opportunity to interact with others. She offers additional support to help children in developing social skills.

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

- The childminder continues to read and carry out her own research to develop her practice further. She ensures that legal requirements are met and children are safe at all times. For example, she understands the ratio requirements and knows when it is acceptable to make exceptions to these. In all circumstances, the childminder risk assesses her work and prioritises children's safety.
- The childminder knows children well and is aware of their interests. She uses these to engage children in activities and help them take the next steps in their learning. The childminder carefully reviews children's progress and takes action to ensure that no child falls behind in their learning. Children make good progress and are well prepared to move on to school.
- The childminder's thoughtful planning means that children have many opportunities to practise existing skills and develop new ones. For example, children playing with sand make a 'sand bed' for their favourite toy characters and describe how this is different in texture and appearance from the 'snow bed' they made earlier.
- Children enjoy many outings. The childminder carefully considers these to ensure that they offer children interesting learning experiences. For example, children collect leaves on a woodland walk. They use books to identify which species of tree the leaves came from. They then use the leaves to make model owls and collages. Activities such as these help children develop their creativity

and their knowledge of the natural world. They also support children in starting to recognise and appreciate differences in the world around them.

- Children show a genuine enjoyment of books. They access these independently from low shelves and also enjoy reading with the childminder. She captures and maintains their attention through using props and puppets, enabling the children to play an active part in telling the story. Children eagerly describe how they collected sticks and other items and used these to make their favourite book characters.
- The childminder supports children well in developing their language skills. She naturally includes children in conversations, speaks clearly and repeats words. This particularly helps children who speak English as an additional language, and they make good progress.
- Children thoroughly enjoy their interactions with the childminder and talk with her about their play. However, the childminder does not consistently encourage children to think further about problems they encounter and to express their ideas for possible solutions.
- Parents speak highly of the childminder and feel that she communicates well with them. They appreciate the outings the childminder takes children on and state that their children make good progress with her. However, the childminder does not consistently support parents to extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to promote children's welfare. She understands the possible signs that may indicate that children are being abused or neglected. The childminder is clear about how to report these concerns to the relevant professional. She makes sure that her knowledge of safeguarding remains up to date, for example, through reading relevant articles. This helps to ensure that she also has a good understanding of the additional issues that could affect children, such as exposure to extreme views or practices. The childminder understands the potential risks connected with use of the internet and takes effective action to protect children.

What does the setting need to do to improve?

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

- extend the opportunities that support children in thinking about the problems they encounter and expressing their ideas and solutions
- build further on the support offered to parents to aid them in extending their children's learning at home.

Setting details

Unique reference number	EY376035
Local authority	Central Bedfordshire
Inspection number	10244098
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	3 February 2017

Information about this early years setting

The childminder registered in 2008 and lives in Cranfield. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector observed activities indoors and outdoors and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and the inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures and evidence of the suitability of household members.
- The inspector talked with children at appropriate times throughout the inspection and considered their views. She also took into account the views of parents, as provided in their written feedback.

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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