

Childminder report

Inspection date: 7 October 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

The childminder and her co-childminders demonstrate a genuine enjoyment of their work. They place children's interests and the progress they make at the heart of the home. Children form close relationships with those who care for them, which supports them to be emotionally ready to learn. Children benefit from the positive and respectful relationships the childminder establishes with them. The childminder knows the children well. She understands when children become upset and tired, quickly meeting their needs and offering comfort.

Children behave well and they are respectful of each other. The childminder teaches children how to share from a young age and offers praise as children do this independently. Children gain confidence in social situations from spending time with the childminder and her co-childminders. They demonstrate this at local groups as they independently explore activities.

The childminder's setting remained open throughout the COVID-19 pandemic, providing care and support for key workers' children. She kept in regular contact with parents and children not attending through video calls and daily walks in the local area. She is aware of the impact of the pandemic on children and has adapted her settling-in process to support children's individual needs.

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

- Children actively invite the childminder to join their play. They offer her a cup and the childminder pretends to take a sip before handing it back, encouraging them to continue to develop their imagination. Children develop their imaginative skills further when creating a shop in the playhouse. They use the window to create the shop, taking orders from the childminder and making up their own.
- The childminder knows the children well and plans activities based on their interests. Children are keen to explore activities and they spend long periods concentrating on them. The childminder is clear in her intent for her activities. However, she does not always build on children's newly acquired skills or extend them to provide even greater challenge.
- The childminder has created a robust settling-in plan to support new children. She works closely with parents to ensure she is knowledgeable about the children's likes, dislikes and routines before they start at the setting. This enables her to meet their needs with ease. The childminder allows new children to explore the environment. They flit between activities, working out how things work. However, the childminder does not always encourage these children to explore with more intent and purpose, to support their learning during this time.
- The childminder and her co-childminders are clearly focused on developing

children's independence. Children access toys and activities, making independent choices about their learning. Children use a knife at snack time to cut their own bananas. The childminder reminds them to move the knife backwards and forwards, revisiting previously learned skills. Children independently gather their coats and shoes when it is time to go into the garden. They attempt to put them on independently before seeking support from the childminder.

- Children have a lot of opportunities to develop their early writing skills. They use chalks to make marks on a chalk board, drawing lines and circles. The childminder encourages the children to extend the activity and make bigger marks, developing their shoulder muscles, making full body movements. Children enjoy the freedom they feel making large marks on the floor.
- The childminder has created successful partnerships with parents. She regularly communicates with them, providing feedback at drop-off and pick-up time. The childminder shares children's next steps in their learning with parents. Parents comment on the social skills their children develop as they are supported well by the childminder and her co-childminders.
- The childminder and co-childminders have created a wonderful environment for children to play and learn. They support each other well and have great knowledge of all children who attend. The childminder and her co-childminders reflect on activity ideas together. The childminder completes regular training which she shares with her co-childminders.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge of the signs and symptoms of abuse. She understands the importance of recording information and knows the reporting procedures if she is concerned about a child. The childminder completes regular training that ensures her knowledge of wider issues in society such as female genital mutilation is up to date. She understands the process for reporting allegations made against her, her co-childminders or anyone else in her home. The childminder completes regular risk assessments of her home to ensure it remains safe and secure for all children.

What does the setting need to do to improve?

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

- review planning for new children to strengthen learning when they are exploring the environment
- provide more opportunities for children to extend their learning further within planned activities, to enable them to make even more progress in their learning and development.

Setting details

Unique reference number	EY408649
Local authority	Central Bedfordshire
Inspection number	10257985
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 12
Total number of places	6
Number of children on roll	13
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 2010. She lives in Leighton Buzzard and works with two co-childminders and, occasionally, an assistant. The childminder operates all year round, from Monday to Friday, 7.30am to 5.45pm, except for family holidays and bank holidays. The childminder provides funded early years education for two-, three- and four-year old children. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Lisa Smith

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 childminder and the inspector discussed how the childminder and her co-childminders organise their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on personal, social and emotional development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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