

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 create a safe and secure home where children thrive. Children benefit from the childminder's warm, caring and nurturing environment. Children are happy. They confidently explore the home, where they make independent choices about their learning. The childminder finds out about children's interests and starting points from parents, which support settling in. She uses this information to create children's next steps. This ensures they make good progress in their learning.

The childminder focuses on personal, social and emotional development. She helps children to learn to share and take turns with toys and resources. The childminder and her co-childminders ensure they follow the same rules and values to create a consistent approach for children. This helps children to behave well. Children play together and are kind to each other. They enjoy sharing stories together with the childminder. She adapts her questions to support individual children.

Younger children give things a go and persevere when tasks are difficult. For example, when using tweezers to pick up pom-poms. The childminder models how to use the tweezers and allows children time to master the skills. Children delight in showing the childminder the new skills they have learned.

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

- Children flourish in the childminder's care. She offers praise as they practise what they have learned. For example, the childminder gives children positive encouragement as she throws balls into the air. Children delight in her applause as they repeat the activity with their friends. This helps children learn to play alongside each other.
- The childminder knows the children well. Children invite the childminder into their play, and she supports their learning. She gives children time to explore activities and practise skills they already know. However, the childminder does not always build on the skills children already have or challenge them to extend their learning even further.
- Children are confident in the home environment. They socialise with other children and adults with ease. Children are polite and learn the values and rules of the home. Children know and understand the routine. For example, when it is snack time, children know to go to the bathroom and wash their hands, before coming back and sitting ready to eat.
- The childminder constantly engages children in purposeful conversations, developing their language skills. The childminder sings songs with the children and encourages them to sing along. She pronounces words clearly for children to expose them to the English language. However, she does not always

introduce a wider vocabulary during their play to extend children's language even further.

- Children have a lot of opportunities to explore the outside environment. They regularly visit the local shops. They visit places such as the local barbers and learn about different jobs. This introduces children to new experiences. The childminder also takes children to local groups. They learn to socialise with other children and adults outside of the home.
- The childminder establishes good relationships with parents, which support children's all-round development. Parents say their children 'come on in leaps and bounds' in her care. She provides regular updates to parents and enjoys sharing children's achievements. Parents comment on the skills the children learn from being around other children and adults.
- The childminder and her co-childminders reflect on their practice and learning regularly. They share ideas and work together to deal with any issues and concerns as they arise. The childminder completes weekly training to support her ongoing professional development. The childminder and co-childminders are very ambitious and aim to ensure the best outcomes possible for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular safeguarding training to ensure her knowledge is up to date. She confidently discusses the signs and symptoms of abuse, including wider issues in society such as the 'Prevent' duty guidance. She knows the processes for referring any concerns she may have about the children in her care. The childminder understands her safeguarding responsibilities for her co-childminder's children. She makes regular assessments in the home for any hazards to help keep children safe. A robust safeguarding policy underpins the childminder's practice.

What does the setting need to do to improve?

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

- build on skills children already know to challenge them and enable them to make rapid progress in their learning and development
- introduce a wider vocabulary to children to support their language development further.

Setting details

Unique reference number	EY410038
Local authority	Central Bedfordshire
Inspection number	10235408
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	5
Date of previous inspection	1 December 2016

Information about this early years setting

The childminder registered in 2010 and lives in Leighton Buzzard. She works alongside two co-childminders. She operates all year round from 8am to 6pm Monday, Wednesday, Thursday and Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate early years 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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- 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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