

Childminder report

Inspection date: 11 March 2024

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 thoroughly enjoy the time they spend with their childminder and demonstrate that they feel safe in her care. They welcome visitors warmly and are excited to show them their play area and the beautiful crafts they have been creating. The childminder supports children to feel secure in new situations by preparing them well and discussing their plans and routines for the day.

Children are confident and engage enthusiastically in all the activities the childminder provides. The childminder encourages this zest for learning by offering lots of praise for children's efforts and achievements. She sequences children's learning well and adapts activities to ensure they remain suitably challenging for all children. For example, young children delight at exploring animals hidden in sand trays. Older children create castles in the sand. They identify the different shapes of the buildings and compare their sizes.

The childminder provides opportunities for children to recall the rules of the setting and why they are important. For example, children remind one another to tidy up after activities and use their 'walking feet' indoors. Children understand that this creates a safe environment. As a result of the childminder's consistent approach, children behave well in her care. They understand the impact unsafe behaviour may have on themselves and others.

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

- Children relish in taking on new challenges and persevere in activities. The childminder has a deep understanding of how children learn best. She gives clear instructions, providing encouragement and advice that support children to achieve their desired outcome. For example, when children become frustrated during a craft activity, the childminder demonstrates how to peel the stickers off the paper. She guides them to do the same, praising their efforts and admiring their creations.
- The childminder establishes appropriate routines that support children's understanding of healthy lifestyles. Children enjoy healthy meals and snacks at the table, understanding the need to wash their hands before eating and after messy activities. They have access to a large secure garden area and enjoy regular structured dance sessions with their childminder. This promotes their understanding of the importance of physical exercise to keep them healthy.
- Parents are complimentary about the childminder, the care she provides and the high-quality communication they receive. They comment on how their children look forward to attending and enjoy the many learning opportunities the childminder provides. Parents deeply value the care and support the childminder offers to the entire family. They acknowledge how this promotes children's

learning and well-being.

- The childminder reflects well on the care she provides. Parents evaluate her practice regularly. This enables the childminder to make well-considered changes to the way she manages her setting. Furthermore, the childminder seeks regular feedback from children. This ensures that she provides learning opportunities that continuously meet the changing needs and interests of all children who attend.
- Children have a good understanding of how to keep themselves and others safe. The childminder provides children with opportunities to identify and discuss potential risks in the environment. For example, during a construction activity involving magnets, children explain why they must not put them near their faces. Once finished, they swiftly tidy the magnets away. They understand how leaving them out could cause harm to pets and other children.
- The childminder engages well with children during all activities. Her abundance of enthusiasm supports children to remain focused and absorbed in their chosen play. However, she does not consistently provide opportunities for children to explore their ideas further. During activities, the childminder does not always pick up on children's cues and engage them in conversation to develop their knowledge further.
- Children develop a love of books and stories to help support their early literacy skills. They independently explore a vast array of books and enjoy cosy story sessions, where they cuddle up to their childminder. Children delight at the enthusiastic way the childminder reads to them and the funny voices she uses.
- The childminder establishes close working relationships with other professionals. She communicates well with other settings to provide a consistent approach to children's care. She shares her robust assessments to support children's transitions. This enables children to settle swiftly and continue making good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consistently support children to explore their ideas further and provide opportunities for them to extend their knowledge and understanding during play.

Setting details

Unique reference number	EY410824
Local authority	Central Bedfordshire
Inspection number	10316859
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	2 to 7
Total number of places	6
Number of children on roll	17
Date of previous inspection	23 May 2018

Information about this early years setting

The childminder registered in 2010 and lives in Marston Moretaine, Central Bedfordshire. She operates from 7am until 5.30pm on Monday and Wednesday. On Tuesday, Thursday and Friday she operates from 7am to 8.45am and 3.15pm to 5.30pm. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Antonia Campbell

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 considered the views of parents by reviewing feedback letters from parents and children.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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