

Childminder report

Inspection date: 11 May 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happy and excited to see their friends and the childminder. The warm, welcoming and large play area allows children to explore independently. They develop close relationships with the childminder and her co-childminder. Children actively seek them out for comfort and reassurance. This demonstrates how safe children feel in their care.

The childminder creates an environment to suit the age and stage of the children in her care. She ensures that there are challenging and exciting activities for all. For example, during the day the children explore the playroom area. They enjoy having 'tea parties' with their friends. Later in the day as older children arrive, the childminder changes the activities to include their interests. Children are confident and motivated to lead their own play. They access the magnetic drawing boards independently. They sit down at the table and create their own marks.

Children behave well. The childminder supports the youngest children to share and take turns with their friends. Through consistent approaches, children gradually learn to manage this independently. Over time they begin to inform the childminder when it is their turn. The childminder offers praise to children as they wait patiently or share their crayons with their friends.

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

- The childminder and co-childminder provide a nurturing environment where children develop a real love of learning. An effective settling-in process is adapted to meet individual family's needs. This allows children time to create close relationships with the childminder.
- Children benefit from a safe garden area, where they have opportunities to take risks safely, knowing the childminder is close by. The childminder carefully sequences children's physical development through a wide range of resources, offering challenge at all ages. For example, younger children move around the garden using large push-along cars, while older children begin to explore scooters and balance bicycles. Children relish the achievements they can make using the variety of equipment.
- The childminder creates a language-rich environment where all children thrive. The childminder listens intently as younger children babble to her while they are having their nappy changed. As they begin to use new words, the childminder repeats them back, using the correct pronunciation. The childminder uses facial expressions to demonstrate to babies that she is listening to them. She smiles and nods as they talk. This supports children's understanding of how to take turns in conversations.
- Daily routines are well organised. Children's health and well-being are effectively

supported. For example, when the childminder mentions snack time, children know to go and wash their hands and get ready to eat. However, at times during the day, children are left waiting for their friends with nothing to occupy them. This has an impact on children's behaviour.

- The childminder works closely with her co-childminder and other registered childminders. Children develop their social skills as they are introduced to new children and other adults. At the local playgroup, children enjoy exploring and playing with the other children. The childminder comments on how much the children enjoy going to the playgroups.
- Children go on regular trips with the childminder in the local environment. They visit the local parks and lakes and enjoy an annual visit to the seaside. However, children do not always have opportunities to access experiences that are new to them. Therefore, they are not always encouraged to gain a greater understanding of the world around them.
- Parents are highly complementary about the childminder. They discuss the amount of communication they receive and their enjoyment of receiving the information throughout the day. Parents state that their children are happy to come to the setting. Older children talk about the different activities they have completed. Parents highly recommend the childminder.
- The childminder evaluates her practice well alongside her co-childminder. She understands the importance of keeping her skills and knowledge up to date and regularly attends training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of safeguarding and how to protect children in her care. She understands the importance of recording, monitoring and reporting to relevant professionals. The childminder demonstrates a good awareness of wider child protection issues, such as county lines, and is aware of the impact this can have on children. Children learn how to keep themselves safe, both in the home and outside, promoting their well-being. The childminder understands her responsibilities regarding allegations against any adult within her home.

What does the setting need to do to improve?

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

- refine transitions between routines so that children are not waiting for prolonged periods of time
- develop the curriculum for understanding of the world to include new experiences that increase children's knowledge and sense of the world around them.

Setting details

Unique reference number	EY411702
Local authority	Central Bedfordshire
Inspection number	10285462
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	0 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	6 October 2017

Information about this early years setting

The childminder registered in 2010 and lives in Leighton Buzzard. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with her husband, who is also a registered childminder. She holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Smith

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with her and has taken that into account in their evaluation of her provision.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder explained how she organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector and childminder talked about the activities provided indoors and outdoors, and assessed the impact they were having on children's learning.
- The childminder and the inspector carried out a joint observation during an activity.
- Parents shared their views of the childminder's provision 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023