

Childminder report

Inspection date: 17 January 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the childminder's and her assistant's care. They demonstrate a positive attitude to their play and learning. Children are happy, settled, make friends with their peers, and enjoy sharing experiences together. For example, children sit together and sing familiar rhymes and songs. Children behave very well. The childminder and her assistants take the children to places of interest around the local community and surrounding areas, which effectively broadens their range of experiences. For example, children enjoy visits to the zoo and museums. Additionally, children enjoy socialising and making new friends during messy-play sessions at the local library.

Children are provided with a good range of activities, which supports their creative and imaginative skills. They create collage pictures using leaves and have opportunities to make clay models. Older children concentrate and persevere as they create a doll's house out of a cardboard box. They use scissors with growing precision, smile and demonstrate pride in their achievements. Children make marks on paper. Older children draw recognisable pictures and are encouraged by the childminder to use their developing language skills to describe what they have drawn. Children use paint to colour the individual features of a gingerbread man, such as the head, arms, body, and legs. They are then shown how to use the split pins to fasten the body parts together to enable their gingerbread man to move.

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

- Since the last inspection, the childminder has successfully developed her understanding of the requirement to inform Ofsted of significant events and changes. The childminder provides good quality care and learning opportunities for the children. She participates in regular training opportunities to further enhance her existing good knowledge and skills. For example, the childminder has completed 'Promoting positive behaviour' training. This has supported her to successfully support children to manage their own feelings and behaviours.
- The childminder's assistants undertake a robust induction, which ensures they are clear about their roles and responsibilities. They have completed for example child protection, food hygiene and paediatric first-aid training. This enables them to promote children's health in the event of a medical emergency. The childminder continues to support her assistant's teaching skills. However, on occasions they do not use every opportunity to extend children's learning during planned and spontaneous activities.
- Children receive warm and responsive care from the childminder and her assistants. Relationships are very positive. This positive interaction helps children to develop secure attachments and supports their emotional well-being. Children happily involve the childminder and her assistants in their play and naturally

approach them for help and support when needed.

- The childminder and her assistants support children to develop their communication and language skills. Older children develop their enjoyment and understanding of books. They learn new vocabulary, confidently repeat familiar phrases and are able to answer questions about the story they have just heard. However, the childminder does not always ensure that the story is age-appropriate and supports the development and enjoyment of younger children.
- The childminder and her assistants actively promote the good health of children. They support children to implement effective hygiene routines. Children receive healthy meals and snacks. They demonstrate good table manners and learn to independently feed themselves. Children enjoy physical exercise in the childminder's garden and access further play equipment at local parks.
- The childminder and her assistants develop positive relationships with parents. Information is obtained from parents at the start of a child's time with the childminder. This effectively supports continuity in the children's care and development. Parents receive daily updates about their child's day, including photographs of them participating in activities. They comment very positively about the childminder's provision.
- The childminder and her assistants introduce the children to mathematical concepts as they play. For example, the children learn to differentiate between their small and tall towers. Older children demonstrate confident counting skills. Younger children develop their hand-to-eye coordination skills as they stack bricks on top of one another. They are encouraged to identify the different colours of the bricks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge and understanding of the signs and symptoms of abuse and neglect. They have clear procedures in place to act on concerns, including making prompt contact with relevant professionals and keeping important records. The childminder completes effective risk assessments of her home to ensure children are kept safe. The premises are secure. Additionally, a good range of policies and procedures are in place to support the effective management of the childminder's provision.

What does the setting need to do to improve?

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

- identify further professional development opportunities to strengthen the assistant's teaching skills and interactions with the children as they play
- introduce age-appropriate books to younger children during story time activities.

Setting details

Unique reference number	EY417419
Local authority	Central Bedfordshire
Inspection number	10257371
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 September 2022

Information about this early years setting

The childminder registered in 2010 and lives in Dunstable. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Ann Austen

Inspection activities

- The inspector discussed any continued 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 areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed children taking part in activities with the childminder and her assistants, and assessed the impact on children's learning.
- Children communicated with the inspector during the inspection.
- The childminder shared documentation with the inspector. This included her policies and procedures, and evidence of the suitability of those living on the premises and her assistants.
- The inspector took account of the views of parents from written feedback provided at the inspection.

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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