

Childminder report

Inspection date: 30 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident and happy in this setting. Even the newest children quickly settle into the inviting learning environment. Children are confident to explore their surroundings and they have positive attitudes to learning. They are keen to take part in the activities the childminder has planned for them. Older children are developing their imagination and fine motor skills. They use colourful building blocks to make towers and create car parks with spaces for their toy cars. Children use tweezers to pick up colourful rubber animals and sort these into coloured bowls. Younger children feel the textures and shapes of the animals and begin to learn the names of their colours. They happily share with each other and develop good relationships.

The childminder has a calm nature and is a good role model for the children. She reads to the children to help them develop their speech, language and love of stories. Children listen intently and smile with great delight when they are asked to guess what animal puppet is in the bag that matches the story. For example, children guess a daddy or mummy duck puppet when they are reading a story about five little ducks. The childminder uses puppets to encourage interaction and children finish off sentences from the familiar story. Children sing nursery rhymes related to the puppets to further extend their learning.

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

- Children are encouraged to be independent. They develop new skills as they learn to cut fruit up safely at snack time. Children wash their hands before mealtimes and take their plates to the kitchen when they have finished. They are encouraged to put on their own coats and gloves and swap their slippers to outdoor shoes before they play outside. Children are confident in asking for help when needed. As a result, children are learning the importance of good hygiene and are developing their self-care skills.
- The childminder and her assistant promote children's physical development by ensuring that they have regular opportunities for exercise and outdoor play. They visit local parks and enjoy music and movement in the setting. The garden has a variety of climbing apparatus and ride-on toys to enable children to balance and explore different ways of moving.
- Children learn about diversity and the wider world. This includes the celebration of different festivals and national holidays through a range of activities, books and crafts. For example, children learn about Chinese New Year through listening to stories, creating traditional Chinese lanterns and designing paper plates about the Year of the Rabbit.
- The childminder helps children to learn about healthy lifestyles. For instance, they learn about and eat healthy foods and discuss oral hygiene and the

importance of brushing their teeth. Children help to grow their own flowers and vegetables in the childminder's garden. They water and take care of them. This helps them to learn about growth and healthy foods.

- The childminder's curriculum intent is based on children learning through play. She ensures that the children are offered a variety of new experiences. For example, children engage in sensory play outside with soil and sand. A variety of tools and toys, such as dinosaurs, diggers and buckets, are provided to help extend their play. However, the childminder and her assistant sometimes overlook opportunities for children to learn important early mathematical language and concepts.
- Parents speak highly of the childminder and her assistant. They are happy with the activities provided and refer to the childminder's supportive and friendly manner. They are happy with the progress that their children are making. However, the childminder does not share children's next steps in learning with parents and they feed back that communication is not always detailed enough.
- The childminder and her assistant have attended relevant training to support their professional development. The childminder holds daily meetings with her assistant to reflect on their practice and the care they provide. They evaluate the setting regularly and plan activities to benefit the children and engage their interests.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of how to keep children safe and who to report any concerns to. She shows a good awareness of her safeguarding responsibilities to the children and is aware of the possible signs that may indicate that children are at risk of abuse or neglect. The childminder and her assistant attend training to keep their knowledge of safeguarding children up to date. They are vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours or radicalisation.

What does the setting need to do to improve?

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

- provide opportunities for children to learn early mathematical language and concepts during activities
- enhance information-sharing with parents to include next steps and further support children's learning at home.

Setting details

Unique reference number	EY419924
Local authority	Central Bedfordshire
Inspection number	10264814
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 6
Total number of places	12
Number of children on roll	10
Date of previous inspection	27 June 2017

Information about this early years setting

The childminder registered in 2010 and lives in Lower Stondon, Bedfordshire. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with one assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Aimee Dillard

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed children at play and assessed the impact of the curriculum on their learning.
- Parents provided feedback to the inspector, in person and in writing.
- The childminder and the inspector carried out a joint observation.
- The inspector interacted with the children at appropriate times during the inspection. Children told the inspector about the activities they enjoy taking part in.
- The childminder had a learning discussion with the inspector. This enabled the childminder to discuss how her curriculum and setting are organised for children's learning.
- The inspector viewed the areas of the premises that are used for childminding.

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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