

Childminder report

Inspection date: 25 July 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming environment for children. She is attentive to children's needs and provides a good range of meaningful learning experiences. This supports children's development effectively in readiness for the next stage of their learning, including transitions to school. Children demonstrate a positive attitude to their learning and behave well. They are encouraged to take responsibility as they help the childminder to prepare their snack and lunch.

The childminder actively joins in the children's play and engages in back-and-forth conversations with the children. She shares stories and sing rhymes with the children, which further supports their language development. Additionally, children demonstrate their understanding of the meaning of words and concepts, such as over and under. Children confidently use the word 'camouflage' to describe something hidden. The childminder encourages children's mark making. Children eagerly use the chalks on the paving slabs. The childminder encourages children to add further features to their monkey drawings, such as eyes and ears.

The childminder supports children's physical development effectively. She teaches children how to bounce on the trampoline and enhances their skills as they progress. For example, children learn how to complete star jumps and make their bodies into a pencil shape. Children smile and have lots of fun. They are praised by the childminder for their efforts and achievements.

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

- The dedicated childminder ensures that required mandatory training is up to date, such as child protection and paediatric first-aid training. This supports her to keep the children in her care safe and well. Additionally, the childminder has completed curriculum planning and oral health training. This has led to the development of activities and discussions to support children's oral health.
- The childminder provides a broad curriculum that is based around the things children enjoy, know, and can already do. This successfully keeps children interested and inspired to learn. For example, children's interest in frogs leads to a range of activities which support them to learn about the life cycle of the frog. Children made models to represent the life cycle, and puppets to support the rhyme, 'Five Little Speckled Frogs'.
- The childminder makes observations of the children to monitor their progress and well-being. She joins in the children's play. However, on occasions she does not use spontaneous opportunities to further extend the children's knowledge and skills. Additionally, in the childminder's enthusiasm, she does not always give children time to think and answer the questions asked before she gives them the answer.

- The childminder speaks kindly and respectfully to the children, recognising each child's unique personalities. These positive interactions help children to develop secure attachments and supports their emotional well-being well. Children learn to wait for their turn on the trampoline and slide. They are taught to be kind and thoughtful towards their peers, other adults and to animals. For example, while feeding the childminder's tortoises they learn why they need to handle them with care.
- The childminder's supports children with special educational needs and/or disabilities to ensure they make progress and have fun alongside their peers. She involves parents in discussions and decision-making about their child. The childminder has successfully created a sensory area. This provides a quiet space, where children can regulate their emotions and explore the visual and tactile resources.
- Children enjoy a wide range of outings within the local community. These experiences successfully enhance children's knowledge and understanding of the world around them. For example, the childminder takes children to the post office to purchase stamps for their letters and children learn about the role of a vet during visits to the vets. The childminder also takes children to the farm and zoo, where they learn about different animals. Children eagerly recall that they had observed a puma and crocodile during a recent trip to the zoo. Additionally, children celebrate different festivals and traditions. They tasted fortune cookies and made dragon puppets in celebration of the Chinese New Year and participated in Easter egg hunts during Easter celebrations.
- The childminder develops positive relationships with parents. A good range of information is obtained from parents at the start of the placement. This successfully supports the childminder to get to know the children and eases the transition into her care. Parents receive daily updates about their child's day, including photos of their child participating in activities. Additionally, information is regularly shared to support parents to continue their child's learning at home. Parents speak very positively about the childminder.

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:

- use every opportunity to extend children's learning during spontaneous activities; this includes providing children with enough time to process questions before expecting a response and explain their own ideas as they play.

Setting details

Unique reference number	EY425715
Local authority	Central Bedfordshire
Inspection number	10351795
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	3 to 12
Total number of places	6
Number of children on roll	14
Date of previous inspection	17 October 2018

Information about this early years setting

The childminder registered in 2011 and lives in Upper Sundon, Luton. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Ann Austen

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 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 assessed the impact on children's learning.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- A sample of the childminder's documents were reviewed by the inspector.
- 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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