

Childminder report

Inspection date: 26 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend in this exciting learning environment. From the moment they arrive, children become deeply engaged in exploring the wealth of resources and activities the childminder, her co-childminder and her assistant provide. For example, children enjoy group yoga sessions each morning. They explore the impact that physical activity has on their emotions and well-being. This supports children to start the day with a positive attitude to their learning.

The childminder works hard to provide learning opportunities that support the varied interests and learning needs of all children who attend. For example, children enjoy craft activities indoors. They proudly show off the pictures they create and discuss them with visitors. Those who are feeling more energetic can explore the vast outdoor play area where they create dens in the woods and develop physical skills on the age-appropriate play equipment.

The childminder has robust strategies to promote positive behaviour among children. She is a good role model, demonstrating polite and respectful behaviour towards children and adults. She sets clear boundaries and encourages children to explore the impact that inappropriate behaviour may have on themselves and others. For example, children remind one another not to run indoors, as they could fall over and hurt themselves. As a result of this consistent approach, children behave well and demonstrate good manners.

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

- The childminder supports the individual learning needs of children well. She provides opportunities for children to receive focused learning opportunities. For example, toddlers enjoy small-group activities. They complete age-appropriate puzzles with their childminder while their older friends do more complex ones with the skilful guidance of the childminder's assistant.
- Children of all ages develop a love of books. They have numerous opportunities to explore stories with their childminder. The childminder creates engaging story sessions with children cuddled up on the sofas. Books are skilfully incorporated into every activity. Children refer to them to gather a deeper understanding of what they are learning about. For example, when exploring a farm activity, babies look up their favourite animals and mimic the noises that they make.
- The childminder supports the practice of her assistants exceptionally well. She conducts regular supervision sessions to evaluate practice and identify training opportunities. The childminder's assistant reports that she feels well supported and that her well-being and development are a high priority. As a result, morale is high and there is a vibrant and positive atmosphere in the setting.
- Relationships with new settings support children's transitions well. The

childminder has close links with local school and nursery staff. She shares essential information regarding children's abilities and learning dispositions. This supports children to settle well and continue making good progress.

- The childminder, her co-childminder and assistant support and supervise children well in play. They place a sharp focus on supporting children's safety, working well together to ensure the environment is well maintained throughout sessions. Mealtimes and snack times are social events. The adults sit together with the children, ensuring their safety and supporting their development. For example, the childminder and her assistant encourage children to explore why they need to cut their grapes up. They allow children to be independent by pouring their own drinks and preparing their healthy snacks.
- The childminder adapts her teaching well during group sessions. For example, in a water-play activity, older children identify numbers on test tubes and measuring jugs. They develop their fine motor skills by filling pipettes and measuring out various quantities of water. Babies enjoy splashing their hands in the water and exploring how it feels on their toes. However, these group activities could be better planned to allow children the opportunity to immerse themselves in their exploration.
- Relationships with parents are strong. Parents comment on the close bonds children form with the childminder, her co-childminder and her assistants. They acknowledge how this supports children to settle and enjoy the time they spend in the setting. Parents appreciate the regular communication they receive about children's routines and progress. They comment on how this keeps them involved in children's 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:

- enhance the planning and structure of group sessions to support children to engage deeply in play and fully explore their ideas.

Setting details

Unique reference number	EY439726
Local authority	Central Bedfordshire
Inspection number	10351807
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	1 to 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	18 October 2018

Information about this early years setting

The childminder registered in 2011. She works with her husband, who is her co-childminder, and two assistants. She is operates from 8am to 6pm on Monday, Thursday and Friday during school term time, and from 8am to 6pm on Friday during school holidays. The childminder offers 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 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 provider.
- The inspector considered the views of parents by reviewing feedback letters and speaking to several parents during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living and working at the premises.
- The inspector observed the interactions between the childminder, her assistant and the children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and the 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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