

Childminder report

Inspection date: 7 February 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

Children are happy and relaxed in the care of the calm and nurturing childminder. They develop secure relationships with her and are comforted by her affection and reassurance, when they need it. Young children are familiar with their environment and remain engaged as they interact with activities that support their interests. They demonstrate good imagination as they make each other cups of tea, have conversations on toy phones and fill up shopping trolleys at the 'supermarket'. Children thoroughly enjoy playing outside, where they have plenty of opportunities to develop their physical skills. For example, they persevere to balance as they walk across different height stepping stones and vigorously peddle the ride-on cars and trikes. The childminder supports children's independence well. For example, young children are encouraged and supported to put on their own coats and shoes to go outside.

The childminder is a positive role model for children. She treats children with respect and supports them to understand the behaviour expectations through discussions and effective strategies. For example, she uses a timer to help young children learn to share the resources and take turns. Children follow her instructions willingly and often show spontaneous acts of kindness to each other. Young children are very sociable and extremely good communicators. They are keen to engage with visitors, confidently talking about their families and past experiences, such as places they have visited.

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

- The experienced childminder evaluates her provision and reflects on how she can make improvements. She engages with extensive professional development to continually strengthen her practice. For example, she recently completed training to consider ways to further incorporate science and technology into her curriculum to help support children's learning even more effectively. This has a positive impact on children's outcomes.
- The childminder talks to parents about their children's care routines and development before they start attending. This helps her to meet children's individual needs from the beginning. The childminder uses assessment to monitor children's progress and to plan and implement a sequenced curriculum to meet their individual needs.
- The childminder considers interesting ways to inspire children to learn. For example, she uses a bread making activity to support early mathematical skills. Children excitedly use spoons to measure ingredients into a bowl, counting the numbers together. The childminder helps children to weigh items, supporting them to recognise the numbers on the scales. She shows children different size spoons and talks about them being 'bigger' and 'smaller'. As a result, young

children are developing an understanding of early mathematical concepts.

- Children's communication skills are supported well through the childminder's effective interactions. She encourages children to share their thoughts and ideas and asks questions to keep the conversation going. She introduces new words such as 'yeast' and 'vitamin' and narrates what children are doing, such as 'kneading'. As a result, young children demonstrate mature language skills.
- Children thoroughly enjoy choosing books for the childminder to read to them. They snuggle up next to her, listen intently and look at the pictures with interest. They discuss the characters and demonstrate good recall of the stories. Children join in with the familiar phrases and words with real enthusiasm. This helps to support their early literacy skills and love of reading.
- The childminder places a high focus on children's personal, social and emotional skills and children attend weekly playgroups to help develop their social skills within wider groups. She takes children on regular outings locally, such as to the library, parks and woods. Children enthusiastically tell visitors about sitting in a fire engine during their visit to the fire station. These opportunities help children to develop an understanding of their wider community.
- Parents are full of praise for the childminder. They advise that children are happy to attend and enjoy the range of exciting activities and outings. Parents value the regular feedback the childminder shares with them about their children's progress. They say the childminder is extremely supportive and gives 'love, care and attention to help children thrive'.
- Children learn in exciting and memorable ways. Adult-led activities are well planned and focus on children's next steps in learning. Children make good progress in all areas of the curriculum. However, at times the childminder misses opportunities to fully challenge and extend learning to the highest level.

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:

- focus more closely on all available opportunities to challenge and extend children's learning even further.

Setting details

Unique reference number	EY441222
Local authority	Central Bedfordshire
Inspection number	10312118
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 April 2018

Information about this early years setting

The childminder registered in 2012 and lives in Biggleswade, Bedfordshire. She operates all year round from 8am until 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marisa White

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children talked with the inspector during the inspection.
- The inspector spoke to parents and read written testimonials during the inspection and considered their views.
- The inspector viewed a range of documentation, including suitability documents and professional development certificates.

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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