

Childminder report

Inspection date: 28 January 2022

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

The provision is good

Children arrive happily and enjoy their time in the childminder's home. This helps them to become confident learners. Children become excited as the childminder provides new activities. They clap their hands, smile and laugh with anticipation as she puts the last block on the rocket-shaped tower and watch as it falls. The childminder plans activities with children's interests at the heart of what she does. For example, following children's interest in water play, she creates an activity, using water beads and tweezers. This helps children to develop the muscle strength in their hands and fingers. Children enjoy being physically active, climbing and jumping on the soft-play furniture, which helps to develop their physical skills. Children have good relationships with their peers and they seek each other out to play. This helps children to develop their social skills.

Children have secure relationships with both the childminder and her assistant. The childminder sensitively communicates with children when it is time to change their nappy. This helps children understand routines and build trust with the childminder. Children know to wash their hands before snack time and rub their hands together to 'make as many bubbles as you can' to ensure they are clean. At snack time, children cut their fruit independently, practising the skills they have previously learned.

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

- Parents state that their children thoroughly enjoy coming to the childminder's home. They describe it as a 'home from home' and parents feel completely involved in their child's learning. Parents explain that the childminder is helpful when they have worries or see changes in their children. They say she 'completely puts their mind at ease'.
- Throughout the COVID-19 pandemic, the childminder stayed in contact with all families. She provided the children with individual activity packs, so they could continue to make progress in their learning. The childminder encouraged children to send messages to each other to help maintain their friendships.
- The childminder has a clear vision for herself and her assistant. She understands the importance of continuous professional development. They both complete a range of training and embed this into practice. The childminder offers guidance to her assistant as she models good practice to help ensure a high standard of teaching and learning. However, the childminder does not focus sharply on accessing training to help her provide experiences that enhance children's learning even further.
- Children go to a wide range of experiences out in the local area. They enjoy trips to the local zoo or farm, as well as playing in the local park. This helps children to embed their knowledge and find out about their local community.

- The childminder and her assistant talk to children during activities. They get down to children's level and use eye contact to keep children focused. However, they do not always adapt their language to suit children's differing abilities.
- The childminder has a deep knowledge of supporting children with special educational needs and/or disabilities. She works closely with families and liaises effectively with the relevant professionals. The childminder tailors next steps for children's learning. She plans suitable activities so that they make good progress.
- Children demonstrate good behaviour. They understand the rules within the house and follow them with minimal help. When issues arise, the childminder and her assistant are quick to support the children. This helps them to understand their feelings and manage their behaviour.
- The childminder promotes healthy lifestyles across the setting. Children can access fruit through the day when they become hungry. The childminder encourages parents to provide healthy food by offering different ideas of what to pack in children's lunch boxes.
- The outside environment is bright and engaging, and children love to spend time outdoors. A memory wall shows photos of children enjoying outside activities. This provides children with visual reminders of past events. The children love talking about what they can see and remembering those experiences. This helps them to develop a sense of belonging.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are aware of the signs and symptoms of abuse. They both understand who they would need to report any concerns to. They have good knowledge of wider society issues, including extremism. The childminder regularly updates her safeguarding training. She also ensures that her assistant keeps their training current. This helps promote children's overall well-being.

What does the setting need to do to improve?

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

- seek further professional development opportunities that focus more specifically on developing experiences that enhance children's learning
- adapt language to meet the individual needs and differing abilities of all children, to help them develop their communication skills even further.

Setting details

Unique reference number	EY451878
Local authority	Central Bedfordshire
Inspection number	10124389
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 August 2014

Information about this early years setting

The childminder registered in 2013 and lives in Leighton Buzzard. She operates from Monday to Friday 7.30am till 6.00pm, all year round, except bank holidays and family holidays. She works with an assistant.

Information about this inspection

Inspector

Lisa Smith

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 the evaluations of the setting.
- The childminder and the inspector completed a learning walk together of all the areas of the home and discussed their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector spoke to parents during the inspection and read written testimonials from them, and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of suitability of staff working with the childminder.

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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