

Childminder report

Inspection date:

27 February 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy their time at this friendly, welcoming setting and are warmly greeted by the childminder when they arrive. They develop good relationships with the childminder and each other. Children have access to a good range of resources and activities.

Children of all ages enjoy playing and eating together. They are excited to cut different fruit and select from a variety of ingredients to blend their own smoothie. Children proudly offer visitors a sample of the drink they have mixed.

The childminder creates a well-organised environment, which the children can independently access. She incorporates children's different interests and needs. Children delight in role playing, and listening to the childminder read books, in the book corner. They independently access cars to race on a ramp. Children are given time to formulate their ideas. They try different tracks and ramps to make cars go 'faster'. Children learn to become critical thinkers.

Children are polite and behave well. The childminder has high expectations for children's behaviour and gently reminds those who forget to ask politely. Children are kind and considerate. They share resources and include others in their games.

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

- The childminder provides a range of activities and resources to interest and engage the children in her care. Children invite the childminder to join them in their play and she supports them effectively. The children develop strong bonds with the childminder. This helps to develop children's feeling of belonging. The childminder is a good role model and supports children's social skills well.
- The childminder understands each child's needs, likes and dislikes. She uses this information to ensure that children are content, happy and have fun during their time with her. She tailors the provision to suit children's interests.
- The childminder promotes children's good health. She provides a broad range of healthy and nutritious snacks and meals. Mealtimes are busy, social occasions. Children are encouraged to keep hydrated. The childminder reminds children to wash their hands. Children spend time outside playing. They go on a wide variety of trips to interesting, local events. Children are encouraged to remember road safety rules as they walk to school.
- Children are independent. They are given opportunities to use their decision-making skills, choosing what they would like to do and where to do it. For example, children decide which ingredients they would like in a smoothie, prepare the fruit and are supervised as they mix it up.

- The childminder builds positive relationships with parents, who say they value the variety of ways that they communicate with the childminder. Parents are satisfied that their children 'thoroughly enjoy' time spent with the childminder and the range of activities on offer.
- Children speak highly of the childminder. They enthusiastically describe the different activities they enjoy and appreciate the range of resources available to them. Children are encouraged to build on their independence at the setting. They relish choosing their own activities and helping to prepare snacks. Children state that the childminder is 'kind' and that would talk to her about any problems they had.
- The childminder identifies training opportunities effectively and keeps up to date with local guidance. She seeks the views of parents and children to help her identify areas to develop. The childminder seeks out opportunities to develop her knowledge and skills. She uses the training to support her good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an excellent understanding of safeguarding matters. She is aware of the signs of abuse and neglect. The childminder has detailed safeguarding policies and procedures in place to follow in the event of a concern about a child. She completes regular training to keep her safeguarding knowledge up to date. The childminder provides an environment where children can relax and develop positive relationships. This helps children to feel that they can discuss matters that might be affecting them.

Setting details

Unique reference number	EY457378
Local authority	Central Bedfordshire
Inspection number	10276690
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	4 to 11
Total number of places	
Number of children on roll	15
Date of previous inspection	27 July 2017

Information about this early years setting

The childminder registered in 2013 and lives in Chalton. She operates all year round. Term time hours are 7.30am until 8.55am, and 3.20pm to 6pm, Monday to Thursday. On Friday she is open from 3.20pm until 4.45pm. During school holidays the childminder works part time on an ad hoc basis, from 7.30am until 6pm. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Bernadette Duckett

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 inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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