

Childminder report

Inspection date:

5 February 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder does not always promote children's good health effectively. She does not supervise them consistently when eating or teach them about oral hygiene. Partnership working with other settings is limited. Nevertheless, children generally demonstrate good behaviour. The childminder talks to children about how they are feeling, encouraging them to share. She offers comfort, reassurance and distraction techniques to move them forward.

The childminder knows children well. She plans some learning opportunities that are based on children's interests and ideas. For example, children enjoy learning about dinosaurs as they explore the 'interest' tray and read books. Children confidently communicate with the childminder about what they like and dislike. Children are happy at the setting. The childminder provides settling-in sessions for children before they start and gathers useful information from parents. This means that children settle quickly. They feel safe and look to the childminder for comfort and reassurance. The childminder understands the importance of helping children to be ready for school. Children are gaining some of the key skills that support their future learning.

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

- The childminder spends much of her time outdoors with the children. They visit various, interesting places, such as parks, zoos and museums. The childminder has conversations with children throughout a range of experiences, expanding their vocabulary and teaching them all about the world around them. Children have good language skills from a young age.
- The childminder encourages children to tend to their personal care, such as washing their hands before lunch. However, she does not teach children enough about the importance of oral health. For example, the childminder does not talk to children about healthy eating and the impact that sugary treats can have on their teeth. She does not explain the importance of regular tooth brushing so that children understand how to keep their bodies healthy.
- The childminder works with parents, sharing information about children's daily routines and what they have learned. She communicates both face-to-face and by sending them written updates. Parents report that children are happy at the setting and that they enjoy the range of activities that are available.
- The childminder is aware that some children also attend other settings. However, the childminder does not work in partnership with other professionals, and she is unclear about what children are learning outside of her care. Therefore, children do not benefit from continuity in their care and learning to ensure that they make the best possible progress.
- Children are independent, and they develop strong physical skills from their

experiences outdoors. Children confidently climb, carry and build with large equipment. They ride scooters and push-along cars and demonstrate good balance and strength as they climb steep ramps.

- The childminder provides a range of foods for children at mealtimes and encourages them to sit at the table. However, when children are eating, she does not consistently supervise them. This means that children's good health is not promoted effectively.
- Children have a good understanding of simple mathematical language, and they continue to develop their mathematical knowledge. For example, when walking to the park, children learn about the numbers they can see on the road signs. When getting ready for snack, children notice there are not enough chairs for everybody and identify how many more chairs they need.
- Children enjoy listening to stories and choosing their favourite books. They join in, turning the pages and confidently point to the dinosaurs as the childminder names them. This helps children to develop their early reading skills.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
promote children's good health and ensure that they are consistently supervised when eating	04/03/2024
ensure that information about children's learning and progress is shared with other settings where children attend to provide continuity in their care and learning.	04/03/2024

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

- find successful ways to teach children about oral hygiene to help them understand how this contributes to their good health.

Setting details

Unique reference number	EY473754
Local authority	Central Bedfordshire
Inspection number	10316860
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	6
Date of previous inspection	23 May 2018

Information about this early years setting

The childminder registered in 2014 and lives in Leighton Buzzard, Bedfordshire. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

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 joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants the 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.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector observed the interactions between the childminder and the 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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