

# Childminder report

---

Inspection date: 20 April 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children demonstrate that they feel settled in this homely setting. They arrive happily and explore the activities and resources the childminder provides. Children experience numerous learning opportunities outside of the setting. They enjoy daily trips to parks and explore the local woods. Children recall a recent trip to the farm and chat excitedly about their favourite animals.

Children behave well in the setting. The childminder's consistent approach to managing behaviour means that children are beginning to understand right from wrong. Children display excellent manners and are polite. The childminder takes every opportunity to model positive behaviours. For example, she has her lunch with the children and supports the use of good table manners.

Children show high levels of curiosity in activities. The childminder supports this by allowing them to take the lead in tasks. She encourages conversation and asks age-appropriate questions. This develops children's understanding changes in texture and colour. For example, children are excited to make their own lunch. They observe that the eggs become paler when mixed with milk. They then explore what happens to the texture of the eggs when they are heated.

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

- The childminder places a sharp focus on developing children's mathematical skills. She involves them in everyday tasks to support their learning. For example, children correctly identify numbers on the microwave when preparing lunch. The childminder extends their knowledge by encouraging them to add these numbers together.
- Children have a close bond with one another. They talk enthusiastically about the different children who they will collect from school. Children talk about their friends and their likes and dislikes. For example, when making pretend cakes, children carefully select their favourite flavours.
- Parents speak highly of the childminder. They comment on how much their children enjoy attending. Parents value the high-quality communication they receive regarding children's development and routines. They comment on the focus she places on children's well-being. For example, the childminder offers additional hours to support children's social development.
- Children enjoy a language-rich environment. They have access to numerous age-appropriate books. The childminder models excellent language skills. She introduces new and descriptive words at every opportunity.
- Children have a positive attitude to learning. They engage well in all activities. The childminder encourages this with her enthusiastic interactions. Children make good progress and are well prepared for school.

- Children are learning to keep themselves and others safe. The childminder encourages children to explore possible consequences of their actions. For example, children learn not to put cutlery in their mouths when buttering their toast. They explain that it they could hurt them. The childminder then supports children's understanding of how germs spread.
- The childminder reflects well on her practice. She seeks feedback from various sources to highlight areas of development. For example, prior to new children starting, she completes additional training programmes. This supports her to meet the needs of all children.
- The childminder communicates well with other professionals. She establishes good relationships with local schools and pre-schools. The childminder shares information about children's progress, and she plans activities to complement their learning.
- Children learn about healthy lifestyles. The childminder provides a variety of healthy snacks and meals. Children have plenty of opportunities for physical play. They enjoy a variety of sports in the safe outdoor area. The childminder supports children's understanding of the effects exercise has on their bodies. For example, they know the importance of drinking water after exercising in the heat.
- The childminder monitors children's development closely. She makes good use of assessment to determine their next steps. The childminder then plans enjoyable activities which engage children. However, she does not always adapt these activities to fully support the development of the most able children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust knowledge of the signs and symptoms that could indicate a child is at risk of harm. She is aware the correct process to follow if she has concerns and the need to report them in a timely manner. The childminder completes regular safeguarding training to support her knowledge of the changes in legislation. She completes regular risk assessments of her home to ensure that it remains safe for children.

## What does the setting need to do to improve?

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

- plan activities which challenge and support the development of the most able children.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY476264                                                                          |
| <b>Local authority</b>                             | Central Bedfordshire                                                              |
| <b>Inspection number</b>                           | 10144554                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 4 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 25 May 2016                                                                       |

## Information about this early years setting

The childminder registered in 2014 and lives in Stotfold, Hitchin. She operates during term time from 8am to 5pm, Monday to Friday.

## 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 setting.
- The inspector observed the quality of education to assess the impact on children's learning.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector and the childminder jointly observed an activity to assess the quality of teaching.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living in the premises.
- The inspector and the childminder discussed how the early years setting is organised.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022