

Childminder report

Inspection date: 23 February 2023

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 settled and relaxed in the childminder's care. Younger children cuddle her when they need to rest and put their arms out to be picked up. They invite her into their play and have conversations with her during activities and mealtimes. Children select the toys they would like to play with from the shelves and boxes of resources available. The childminder arranges the setting based on the children's interests. Children are encouraged to play freely, using their own developing imagination. For example, younger children pick out and look at different play food and then pretend to cook with it or make cups of tea in the play kitchen. Older children enjoy pretending to be hairdressers when they play with play dough. They are developing their fine motor skills and hand strength when they push the play dough through small holes and use scissors to cut the dough 'hair'.

Children know the routines of the day, which helps them to feel secure and promotes positive behaviour. For example, children find their own water bottles and sit at the dining table ready for lunch. They are excited when they are able to choose their own pudding from the options given. The childminder teaches the children about safety. She talks to them about stranger danger and crossing the road safely.

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

- The childminder ensures that she regularly observes and keeps track of children's next steps and progress so that she can confidently meet the needs of the children in her care. She considers what children already know and can do when they start and then follows this through by providing interesting activities and experiences that support and extend learning. However, the childminder does not consistently adapt her activities to ensure that the youngest children receive the same meaningful and challenging learning experiences as the older children.
- The childminder promotes children's physical and social development. They are given regular opportunities for exercise and movement by visiting local parks, playing in the garden on climbing apparatus and through yoga sessions in the living room. They also attend playgroups and library sessions. This helps to broaden their range of experiences and offers the opportunity to explore different places and socialise with others.
- Children demonstrate positive behaviour. They are taught to treat each other with kindness and to share toys with each other. Children demonstrate good manners, and older children are aware of the need to be gentle with younger children. The childminder speaks in a positive and encouraging way to the children during activities. She offers praise and claps her hands together when they do something well. This helps to build children's self-esteem and

confidence.

- The childminder promotes healthy lifestyles. She provides a range of healthy, home-cooked meals, and water is easily accessible throughout the day. Children are given opportunities to help to cook and bake healthy foods with the childminder, which they then eat later. This enables children to develop a good understanding of what fuels their bodies and how to take care of them.
- Children are generally supported with their communication and language development. For example, the childminder introduces the word 'squish' when she demonstrates how to play with play dough to younger children, and she discusses with older children the names of some of the different vegetables on their plates. There are times, however, where opportunities for the youngest children to build on their communication skills and early mathematical language are overlooked or not fully supported.
- Feedback from parents is positive. Parents comment that the childminder is well organised and that the setting is a safe and fun environment. They feel informed about their children's day and feel that their children are making good progress in their development. Parents refer to the childminder's expertise in offering early help to them and their children when there are potential concerns about development.
- The childminder has attended relevant training to support her professional development and is able to identify new training ideas to further this. She evaluates her own setting for improvement and networks with other professionals to aid in further developing her knowledge in important areas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of abuse and wider safeguarding concerns, such as female genital mutilation, radicalisation and extremism. She knows how to refer potential concerns about children's safety and how to respond in the event of an allegation. The childminder undertakes regular training to keep herself up to date with changes in first-aid and safeguarding procedures. She carries out regular risk assessments and teaches the children how to keep themselves safe.

What does the setting need to do to improve?

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

- enhance learning opportunities for the youngest children so that they receive the same meaningful and challenging learning experiences as the older children
- provide more opportunities for the youngest children to build on their communication skills and early mathematical language.

Setting details

Unique reference number	EY306504
Local authority	Central Bedfordshire
Inspection number	10264851
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	28 June 2017

Information about this early years setting

The childminder registered in 2005 and lives in Houghton Regis, Bedfordshire. The childminder operates from Monday to Friday, 7.30am until 5pm, all year round, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 2. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Aimee Dillard

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 provider.
- The inspector held a learning discussion with the childminder. This enabled the childminder to discuss how her curriculum and setting are organised for children's learning.
- The inspector took account of the views of parents from written feedback.
- The inspector observed children at play and assessed the impact of the curriculum on their learning.
- The inspector viewed the areas of the premises that are used for childminding.
- The childminder and the inspector carried out a joint observation and evaluated this together.
- The inspector interacted with the children at appropriate times during the inspection and observed their interactions 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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