

Childminder report

Inspection date: 25 May 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children demonstrate the excellent social skills that they continue to progress while attending the setting. They show visitors how they can share during play, as they hand out the play dough to their friends and how they help their peers when they are stuck. The childminder has high expectations for children's behaviour. Children remind each other of the rules, and encourage each other to be kind. For example, when a child takes some hoops from another child's bowl, they remind them they must not take things from anyone else. This clearly demonstrates their understanding of the boundaries at the setting.

Children make good progress. The childminder is aware of what children can do and what they need to learn next. Therefore, children are provided with challenging activities that extend their learning. Children are very independent. They learn to take their own coats off, put on shoes, use the toilet independently and change their clothes. Children get ready for physical education (PE), changing into their PE kits and carefully putting their clothes away. The childminder teaches children these important skills in preparation for school.

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

- The childminder is very passionate about giving children a wide breadth of experiences, and teaches them about the world around them. Through outings, children experience a wide range of learning. Children build their independence and become confident in new situations. They meet new people and enjoy socialising at groups. The childminder plans exciting trips to a variety of local places, such as the train station, the church, playgroups and parks. This way children gain an understanding about the world around them and engage in a variety of learning experiences.
- The childminder provides children with a home-from-home environment, where they feel safe and happy. Children build friendships with each other and develop a strong attachment to the childminder. They look to her for comfort and reassurance.
- The childminder models language and conversations for children to hear. She talks to children about their home life, and they enjoy sharing their experiences. She introduces new vocabulary, including mathematical language, during play and children learn the meaning of new words such as 'thin', 'heavy' and 'thicker'.
- The childminder communicates well with parents through face-to-face discussions and sharing information online. Therefore, parents know what their children are learning. However, the childminder does not consistently provide ideas for parents to support children's learning at home, based on their current learning needs.
- Children who speak English as an additional language make rapid progress. The

childminder uses clear English for children to hear and repeat. She uses pictures and prompts to support their understanding. Children, therefore, speak English very quickly and learn to communicate effectively.

- Children and families visit the setting before starting. They have conversations with the childminder and share information about children's routines and interests. However, the childminder does not always gather sufficient information regarding children's learning before they start.
- Children learn about their bodies and how to stay healthy. They regularly take part in PE sessions and the childminder teaches them about the effects of exercise. Before children begin, they feel their heartbeat. After warming up, they stop and feel again. Children talk about the change in their heart rate and tell visitors that their blood is pumping faster. When children have a break, they discuss the importance of drinking water after exercise to replace the fluid lost through sweat.
- The childminder regularly attends training to improve and enhance her knowledge. She uses training opportunities to bring new ideas to the setting and support children's learning and development needs. The childminder is reflective and takes the time to evaluate each activity she provides. She carefully observes children and adapts activities to meet their needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding young children. She can discuss the signs of abuse and knows who to contact if she has a concern about a child. Contact details for the local authority and multi-agency safeguarding hub are displayed at the setting. The childminder is confident to contact the designated officer if she has concerns about another professional or member of her household. She attends regular training to enhance her knowledge of wider safeguarding issues, such as radicalisation and female genital mutilation.

What does the setting need to do to improve?

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

- enhance opportunities to develop children's home learning to further support their learning
- gather information from parents regarding children's starting points, and use this information to inform future planning.

Setting details

Unique reference number	219376
Local authority	Bedford
Inspection number	10264354
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 June 2017

Information about this early years setting

The childminder registered in 1992 and lives in Kempston, Bedfordshire. She operates all year round from 9am to 5.30pm, Monday to Friday, except for 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 her and has taken that into account in their evaluation of the provision.
- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023