

Childminder report

Inspection date: 18 April 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 thoroughly enjoy their time in the childminder's warm, welcoming home. The childminder finds out as much as possible about their home routines and follows these closely. This helps children to feel secure, settled and comfortable. They laugh and chatter as they play, naturally including the childminder and turning to her for comfort and reassurance. The childminder is a very good role model. Children reflect her calm, caring, patient approach and are kind and gentle to each other. For example, they giggle as they help one another balance three hats on their head. The calm environment enables children to focus on their activities and develop their play.

Children enjoy exploring the wide variety of resources. They choose what to play with and competently set this out, helping to promote their independence. Children have many opportunities to develop their physical skills. For instance, they balance on ride-on toys and carefully manoeuvre these around the garden. Ongoing discussions aid them in understanding how exercise such as this helps to keep them healthy. The childminder's practical ongoing explanations also help children gain a good understanding of how to keep themselves safe. For example, they explain why wheeled toys are unsteady to stand on.

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

- Children make good progress. The childminder uses her experience, both as a teacher and a childminder, and is clear about what children know at present and what they need to learn next. She offers children play opportunities that reflect their interests and help them to take the next step in their learning. The childminder assesses children's progress and takes prompt action to close any potential gaps in their learning.
- The childminder continuously reviews her practice. She completes further training and carries out research to help develop her knowledge. For example, a greater understanding of how children learn to read aids her in encouraging children to start to recognise letters and letter sounds.
- The childminder understands the importance of supporting children to develop their language and communication skills. She talks clearly to children and involves them in discussions related to topics she knows they enjoy. For instance, children talk about their favourite film characters, competently recounting the storyline.
- Children show a growing enjoyment of books. They talk eagerly about their favourite stories, remembering some of the words and explaining how they act these out, for example, as they walk through the park.
- The childminder makes good use of daily routines and opportunities to help extend children's learning. For instance, during their daily walk through the park,

children collect leaves, think which tree they have come from and notice that the sycamore leaf is similar in shape to their hands.

- Children concentrate on activities as the childminder makes good use of their interests to capture their attention and help build their knowledge. For example, children interested in numbers become engrossed as they count items in a book and match the magnetic number to the one illustrated.
- Children participate in activities linked to festivals. They talk about their homes and families and enjoy noting changes in the local community on their daily walks. These ongoing opportunities help children to develop a sense of belonging and to understand differences.
- The childminder works well with parents and makes sure they know what their children have been doing and can build on this. She shares her experience and knowledge, for example, in helping parents to understand children's developmental stages. Parents speak highly of the childminder. They appreciate the 'home-from-home environment' and report that their children settle quickly and love being with the childminder.
- Children enjoy their play, and activities are generally well adapted to suit each child. However, on occasion, the childminder answers questions for children and solves problems for them, rather than encouraging them to do this for themselves and extend their ability to think critically.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and completes regular training to refresh and maintain this understanding. She is very clear about the possible signs that may indicate a child is at risk of harm and knows how to report these to the relevant professionals without delay. The childminder also understands wider safeguarding issues, such as the risks linked to associating with extreme beliefs or practices. She appreciates the possible dangers related to using the internet and ensures that she protects children at all times.

What does the setting need to do to improve?

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

- extend the opportunities that support children in exploring further and developing their skills in thinking critically and solving problems.

Setting details

Unique reference number	219622
Local authority	Bedford
Inspection number	10279925
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 6
Total number of places	6
Number of children on roll	11
Date of previous inspection	11 September 2017

Information about this early years setting

The childminder registered in 2000 and lives in Bedford. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder has qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

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's setting.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector discussed and reviewed activities.
- The inspector viewed relevant documentation, including the safeguarding procedures and the suitability of household members.
- The inspector talked with children at appropriate times throughout the inspection. She also reviewed written feedback from parents and considered their views.

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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