

Childminder report

Inspection date: 26 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The young children the childminder currently cares for have strong attachments to her. They stay close to the childminder when they are unsure of visitors to the house. She uses reassuring words and gives cuddles to help children feel secure. Children have lots of opportunities to practise their emerging physical skills. They crawl around the room, pull themselves up to standing and cruise around the furniture. The childminder makes sure that toys children are interested in are in low baskets. Children are pleased when they find their favourite resources, such as musical instruments.

Young children are learning how to use gestures and sounds to make their needs known. The childminder is responsive to their requests. For example, she takes children to look at the fish when they point to the tank. She uses clear, simple language as she describes and names the fish. This helps the young children to learn new words to support their communication and language development. Children enjoy exploring water and ice. They explore how ice feels as they rub their hands on a large block. Children's bodily reactions, such as squeezing their hands into fists, show that they are aware of the different temperatures.

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

- The childminder gets to know children very well when they start to attend. She gathers useful information from parents about what children can already do. This enables her to identify children's starting points in learning from the outset. Children have as many settling-in visits as they need. The gradual transition from home to the childminder's care helps children to settle and feel safe.
- The childminder is aware of where children are in their development and clearly identifies which children need extra support. She works closely with parents and incorporates exercises, prescribed by other professionals, into her daily activities for children who need them. The childminder observes children closely and uses her observations and assessments to identify what they need to learn next. Children are making good progress.
- Parents are complimentary about the childminder. They say that they know their children are well looked after, stimulated and very happy with her. The childminder regularly provides parents with information on how to support their children's learning and development at home.
- Children enjoy exploring music and sound. They use musical instruments in different ways, such as by banging and shaking. Children are learning how to make musical toys work, as they try very hard to switch them on. They excitedly shake instruments and dance in response to the music they hear.
- The childminder talks about how she supports older children to develop skills they need for their future learning at school. For example, she provides

opportunities for them to use tools, such as pencils and scissors. The childminder talks about the importance of children learning to do things for themselves, such as dressing and using the bathroom. When children also attend other early years settings, the childminder works in partnership with the settings to promote continuity in children's learning.

- The childminder provides young children with secure routines. She is aware of when they are tired. Children settle to sleep, cuddling their blankets from home. They wake up refreshed, full of smiles and ready to play and explore.
- The childminder demonstrates a strong commitment to her work. She networks with other childminders, both in person and online. The childminder says that this peer support is important to her. She reviews her practice and identifies areas she wants to strengthen further. The childminder is considering how she can use her garden more effectively, for example to support the learning of children who enjoy water and sand play. However, the childminder is not sufficiently focused on identifying and using professional development opportunities to further extend her knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and promote their welfare. She has a good understanding of how to recognise any signs that children may be at risk of harm or extremist behaviour. The childminder knows how to contact relevant agencies in the local area, to seek advice or to make referrals. She has a clear safeguarding policy which she uses to underpin her good practice. The childminder undertakes regular safeguarding training and research to keep her knowledge relevant and up to date.

What does the setting need to do to improve?

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

- use evaluations of practice to identify professional development opportunities more precisely in order to further strengthen existing knowledge and skills.

Setting details

Unique reference number	2504555
Local authority	Bedford
Inspection number	10207740
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Kempston, Bedfordshire. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Jill Hardaker

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 her evaluation of the childminder.
- The childminder showed the inspector the areas of her home that she uses with children and discussed her curriculum and how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her. They discussed the needs of individual children and talked about the progress they are making.
- A sample of documents was looked at by the inspector. These included safeguarding and complaints policies and procedures and documents relating to the suitability of household members.
- The inspector took into account the views of parents and discussed the childminder's reflections on her practice with her.

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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