

Childminder report

Inspection date: 11 May 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 childminder is caring and nurturing. She helps all children to form secure emotional attachments with the other children and those who work with them. Children are happy, settled and thrive in this welcoming environment. They leave their parents at the door and come in eagerly to start their day. As the children arrive, they choose a small wooden carved bear with their name on it to indicate their arrival. They freely access and select resources in the playroom.

The childminder makes sure that resources interest the children. Children move confidently around her home. The childminder encourages children to think about how to keep themselves safe. Children understand not to run indoors or climb on the sofa. The childminder helps children to develop their communication and language skills by asking them questions and using visual aids for the children who need support. For instance, she asks children if they can say the word 'grapes', waits for the response and uses picture cards to give clues. The childminder wants all children to achieve well.

Children show kindness to others. For example, they help to hand out aprons at painting time and share toys. Children play imaginatively with the material by pretending they are superheroes and wearing dresses.

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

- The childminder provides a curriculum that takes the individual needs of the children into account. She seeks information about the children's development from their parents as a starting point assessment and builds on this.
- Children freely access books throughout the day. The childminder encourages them to repeat phrases in the book. Children have developed a love for reading books. However, sometimes activities are not age-appropriate and, for example, are too challenging for younger children.
- Children excitedly choose their favourite song to sing with the childminder. They develop their communication and language skills when they join in with nursery rhymes. The childminder sits with the children and sings 'Five Little Ducks' to help work through number problems.
- Children learn to be very independent. They spread butter on their crackers at snack time and tidy up after themselves.
- The childminder teaches the children about healthy lifestyles. She prepares home-made meals and fresh fruit for the children. The children have opportunities to play outdoors in the fresh air each day.
- The childminder plans outings that help children to learn about the local environment and the world around them. For instance, children explore the woodlands and parks local to them.

- Parents are very positive about the service that is provided. The childminder updates parents daily about aspects of their children's development and care routines. Parents comment that their children are in safe hands and they can trust the childminder.
- The childminder evaluates her practice and keeps all statutory and safeguarding training up to date. However, she does not focus her own professional development on how she intends to extend the quality of her provision to a higher level.
- Children receive regular praise and encouragement from the childminder. This helps to develop positive self-esteem. Children show great pride in their accomplishments. For example, they clap and smile when they are praised.
- The childminder knows the children well and monitors their progress effectively. She regularly reviews what children already know and makes plans for their next steps. She shares this information as part of her regular feedback for parents on how they can extend their children's learning at home.
- The childminder helps children to learn new skills for the future. She encourages them to develop their communication and language skills. For example, when babies babble to her, she repeats what they are saying to them. The childminder points to images in books and uses visual aids. For example, the children have a visual timetable to help them understand what is going on during the day and what to expect next.
- The childminder shares information with outside agencies about the children's development. She uses any information that she receives to plan for the next steps when meeting the needs of children with any special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe and secure. She takes advantage of most training opportunities to deepen and develop her skills in child protection. She demonstrates who to go to with her concerns about the welfare of a child. She knows what to do if an allegation is made against herself or a member of her household. The childminder makes sure that she keeps up to date with local safeguarding procedures to ensure that children are kept safe. Children play and learn in a safe and secure environment

What does the setting need to do to improve?

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

- strengthen the plans for professional development to help raise the quality of teaching and outcomes for children even higher
- ensure activities are consistently age-appropriate and offer the correct level of

challenge for each child to enhance their learning.

Setting details

Unique reference number	2512577
Local authority	Bedford
Inspection number	10191824
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and is situated in Shortstown, Bedford. She employs one other member of staff. The childminder opens from Monday to Friday, all year round. Sessions are from 8am to 6pm.

Information about this inspection

Inspector

Julia Maynard

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 setting.
- The childminder and the inspector evaluated children's learning during planned activities and when they played.
- The childminder and the inspector had a learning walk together to discuss the intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views on the setting with the inspector.
- The inspector spoke to the childminder and looked at a sample of the childminder's documentation, including training records and evidence of 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.

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