

Childminder report

Inspection date: 2 August 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

Children are happy and demonstrate that they feel safe and secure in the childminder's care. They welcome visitors warmly and invite them to join in with activities. Children are highly motivated to learn as the childminder plans activities based on their interests, such as animals. Older children learn how to use tools for a purpose as they roll out dough and cut out animal shapes. Younger children enjoy sensory experiences, such as exploring how the dough feels as they squeeze it in their hands. Children are kind and considerate to each other. Older children look out for younger ones and support them to join in activities. They offer encouragement and praise. For instance, they say 'good job' to toddlers when they succeed at a task. Children's behaviour is very good.

Children's speech and language skills are developing well. They constantly chat to each other and talk about what they are doing. The childminder is aware of when children need extra support, such as with pronunciation. She speaks to children clearly and models the use of descriptive words as children engage in activities. For example, she repeats the word 'rolling' as young children roll out dough. At the same time, she introduces older children to more complex words and phrases. For example, she encourages children to 'change direction' as they move the rolling pin around.

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

- The childminder has a clear intention of what she wants each child to achieve. She gathers information from parents when children first start about what they know and can do. The childminder makes plans for what she wants each child to learn next. She provides opportunities for children to practise their skills and develop their understanding through independent play and planned activities.
- Children's mathematical understanding is developing well. They recognise numerals displayed on a poster and easily relate what they see to their own and each other's ages. Children have fun learning how to sort and categorise. For example, they engage in games where they sort animals into their natural habitats, such as a jungle or a farm.
- Children are learning how to develop healthy lifestyles and good independence. They have many opportunities to be active in the garden and on outings. Children know to wash their hands before eating, and they eagerly anticipate what fruit will be available to them at snack times. Mealtimes are used for social conversations, and children actively ensure that everyone is included.
- Partnerships with parents are well established. The childminder exchanges information about children's achievements and progress with them. Parents express very high levels of appreciation. Their written feedback states that the children enjoy attending and they benefit from the many learning opportunities

and outings the childminder provides for them.

- The childminder fosters children's literacy development well. She encourages children to join in with stories, either by using spoken words or singing. Children gain information from pictures. This helps them to anticipate what is coming next. As children use letter stamps, the childminder uses letter sounds to help children to begin to understand how words are made. These opportunities build strong foundations for children to build on in their later education.
- Children form strong relationships with the childminder and each other. The childminder knows children well and makes sure they have secure routines. When young children are becoming tired, she provides them with their comforters from home. Children quickly settle to sleep, showing they feel content and secure in their familiar surroundings.
- The childminder reflects on some aspects of her practice in order to improve outcomes for children. She has plans to develop her garden into a more effective learning environment that can be used all year round. The childminder undertakes mandatory training to keep her knowledge current and up to date. However, she does not focus on precisely identifying professional development opportunities to extend her knowledge and teaching skills to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about all aspects of child protection. She understands the signs of abuse and additional areas relating to safeguarding, such as extremist behaviour. The childminder is clear about her responsibilities to protect children from harm and knows the procedures to follow should she have any concerns. She undertakes regular training to help her to keep her knowledge relevant and up to date. The childminder has effective safeguarding policies and procedures in place. She shares these with parents to help them to understand how she endeavours to keep children safe in her care.

What does the setting need to do to improve?

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

- identify ongoing professional development opportunities to strengthen existing knowledge and skills and enhance the quality of teaching.

Setting details

Unique reference number	2549621
Local authority	Bedford
Inspection number	10232029
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Kempston, Bedford. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector looked at the areas of the childminder's home that she uses with children and they discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her. They also discussed the needs of individual children and talked about the progress they are making.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the written 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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