

# Childminder report

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Inspection date: 15 August 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| 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 show they feel safe in the childminder's warm and attentive care. They cuddle in for reassurance and seek her out to play with them. The childminder knows the children well and is attentive to their needs. Children learn to manage their personal care. They learn to use the toilet themselves and know when to wash their hands after messy play and before eating. Children enjoy a good variety of nutritious meals and snacks. They show persistence and determination as they spread butter on bread, while helping to prepare their lunch.

The childminder is a good role model and treats children with kindness and consideration. This helps them to learn how to treat others well and build friendships. She uses a consistent approach as she gently reminds children to use their manners, to take turns, and to follow the rules of the games they play. Children are learning to recognise, understand and manage their own feelings and behaviours. They learn about different emotions that others may feel as a result of their actions. For example, when things do not go to plan, the childminder talks to the children about feelings, such as 'sad and angry', and what makes them feel this way.

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

- Overall, the childminder supports children's communication and language development well. She repeats words and phrases back to children, so they hear the correct pronunciation. She introduces new vocabulary and asks children questions to check their understanding. However, occasionally, the childminder does not allow children sufficient time to answer her questions in order to develop their thinking skills further.
- The childminder has constructed a curriculum designed to support children's learning and give them the knowledge to succeed and make good progress. She has created an environment, indoors and outdoors, that supports this to good effect. However, the childminder does not always implement this curriculum effectively. Her planning does not always focus precisely enough on building on what children already know and can do. Therefore, at times, children are not engaged in their learning.
- The childminder reviews her practice to implement improvements. She aims to provide the best possible outcomes for children. The childminder has completed recent training. However, the childminder's professional development is not yet focused enough on strengthening the quality of teaching and the experiences for all children to the highest level.
- Children enjoy daily access to the outside area. For example, they enjoy digging in sand, accessing a range of ride-on vehicles and exploring sticks in water, to see if they will sink or float.

- The childminder provides children with a wealth of experiences outside her home. For example, they take regular trips to parks and play alongside a wider group of children. Children spoke about the aeroplanes they saw while visiting the local vintage aircraft museum. These activities help children to develop their social skills, confidence and an awareness of the world around them.
- Children learn about mathematical concepts throughout their play. They count and learn about numbers. They discuss shapes and size and compare similarities and differences.
- The childminder supports children's imaginative play well. Children pretend to visit the 'nail bar' and choose the colour to paint their nails. They concentrate well as they wait for their nails to dry.
- Children learn skills to help them progress to their next stage of learning. They learn to dress themselves during role play. The childminder encourages them to persevere when putting on princess dresses. This enables children to try and try again and to succeed in their chosen task.
- Children learn about the world around them. They thoroughly enjoy learning to care for animals as they help to look after the childminder's pet guinea pig and cat. They help to feed, water and care for them.
- The childminder works well with parents to provide them with up-to-date information about their children's progress along with the targets for future learning. Parents make positive comments about the care and learning children receive through play and the progress that they are making.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe and the possible signs and symptoms of abuse. The childminder knows who to contact if she has concerns about a child, or if she needs further advice and guidance. The childminder ensures that she completes mandatory training that helps her keep her knowledge up to date. She records all accidents and injuries and uses these records to help her maintain a safe environment for children.

## What does the setting need to do to improve?

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

- allow more time for children to think and respond to questions to fully support their communication and language skills
- review planned activities so they consistently engage and challenge children and build on what they already know and can do
- seek further professional development opportunities that focus sharply on raising the quality of teaching to the highest level.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2564382                                                                           |
| <b>Local authority</b>                             | Bedford                                                                           |
| <b>Inspection number</b>                           | 10239573                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 6                                                                            |
| <b>Total number of places</b>                      | 7                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020 and lives in Bedfordshire. She sometimes works with an assistant. The childminder operates all year round, from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Topham

## 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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder shared parents' written comments and reviews with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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