

Childminder report

Inspection date: 24 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 excited to see the childminder. They are warmly welcomed and settle at their own pace. Children are at the heart of the childminder's provision. They explore the environment with confidence, having the reassurance that the childminder is close by. For example, the youngest children are encouraged to climb up the rungs of the climbing wall independently. Children clearly enjoy spending time learning together in this welcoming setting.

Children practise and develop the skills they will need for their future learning. The childminder provides a range of activities to support their physical development. They use tools confidently and with control and this helps them to develop the muscles in their hands. Children use tweezers competently as they pick up chickpeas and transfer them into a pot. They make marks confidently with chalks, crayons, pencils and paintbrushes. This supports children to gain the pre-writing skills they need for future learning.

Children enjoy a range of activities that are planned to engage them in their learning. The childminder uses these opportunities to extend their vocabulary. For example, she uses words such as 'squish' and 'pinch' when children explore the play dough. Even the youngest children show their understanding of words as they follow simple instructions and smile when the childminder praises them.

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

- The childminder has very positive relationships with the parents. Information is gathered from the parents about what their children know and can do to identify their starting points. Parents comment that they are kept informed regularly about their children's day and what they have been learning. The childminder shares photographs and messages of children's experiences with parents. She supports and advises parents on issues such as healthy eating, sleeping and toilet training. For example, the childminder promotes the benefits of a well-balanced and healthy lunch box. Parents comment that the childminder provides a home-from-home environment.
- The childminder talks confidently about each of the children in her care. She uses her knowledge of what the children know to plan for their next steps in learning. The childminder supports these next steps through her interactions with the children. However, during these interactions she asks children many questions without always giving them enough time to think, plan a response and answer. This impacts on all children but especially the younger children who are developing their language and thinking skills.
- The childminder introduces mathematical vocabulary to children as they play. For instance, as she fills watering cans for children to water the plants, the

childminder explains the concepts of more, less, full and empty. Children begin to develop the ability to think mathematically and use their knowledge in everyday situations.

- Children benefit from a wide range of trips and outings to places of interest in their local community. For example, they go to nearby woodlands and farms, where they explore, investigate and discover wildlife and nature. Children also meet up with other local childminders and their minded children where they make relationships and socialise with a bigger group of children and adults.
- The childminder understands the importance of a healthy lifestyle. Children regularly spend time outside to run, climb and explore. The childminder encourages even the most reluctant children to eat fruit and vegetables by exploring them in different ways. For example, children enjoy picking blackberries, squashing them in their hands, making cordial and even painting with them.
- Children select resources independently and enjoy taking on new challenges. However, in more routine activities, the childminder is swift to intervene. For instance, she tells the children when to wash their hands rather than allowing them to develop their own independence in managing their personal needs.
- The childminder attends regular training that develops her knowledge to support the children and her environment. She is a reflective practitioner who has clear goals to make her setting even better.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and her responsibilities to keep children safe. She attends child protection training and fully understands how to identify signs and symptoms that may indicate a child's welfare is at risk. The childminder is aware of the signs that children or adults may be at risk of being exposed to extremist views and radicalisation. She knows the procedures to follow if she has a concern about a child in her care. The childminder works hard to ensure that her home is clean, safe and well maintained, to ensure that children can play and explore safely.

What does the setting need to do to improve?

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

- support children's thinking and language skills further by giving them time to think and respond to questions
- provide children with opportunities to develop their independence in routine activities, particularly handwashing.

Setting details

Unique reference number	2566269
Local authority	Bedford
Inspection number	10239312
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Wootton, Bedford. She operates all year round, from 8am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Annette Franklin

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 spoke to the inspector about her intentions for children's learning. Together, they discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- The childminder discussed children's progress and next steps with the inspector.
- Parents' views were taken into account of by the inspector.
- The inspector sampled documentation, including evidence of suitability and children's records.

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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