

Childminder report

Inspection date: 9 June 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 very happy and comfortable in the childminder's welcoming home. They demonstrate that they feel safe and secure in her nurturing care. Children display a positive attitude to their learning and are able to recall what they have learned from past experiences. For example, children recall what happens next in familiar stories. For example, they describe why people from other countries carry their shopping in baskets on their heads, and they confidently name exotic fruits. Children are polite and behave well. They are actively encouraged to talk about their feelings, to be kind to their friends, to share the resources and take their turn.

Children thoroughly enjoy playing outside in the fresh air. They confidently identify the different-coloured stepping stones as they learn to carefully move from one stone to another. Children use pretend building bricks to build towers and laugh with delight when they are knocked over. They develop their hand-to-eye coordination as they transport sand and stones into different-sized containers and as they eagerly help the childminder to fill up the water play activity, using the hose pipe. Children develop their small-muscle skills as they mould, poke and manipulate the honey and rose scented dough. They are introduced to language such as 'squeeze' as they play, and they are shown how to use scissors to cut the dough. Children count with growing confidence.

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

- The enthusiastic and dedicated childminder puts the children at the centre of everything she does. Since registration, she has worked hard to create a welcoming and well-resourced environment which supports good-quality play. The childminder demonstrates a good knowledge of child development and understands the importance of early intervention to support children with identified special educational needs/and or disabilities. She completes required mandatory training and has accessed a broad range of courses to enhance her knowledge and skills.
- The childminder demonstrates a kind and caring approach towards the children in her care. She joins in the children's play, shows a genuine interest in their conversations and offers help and support as required. These positive interactions help children to develop secure attachments. This supports children's emotional well-being and helps to prepare them for the next stage in their development.
- The childminder structures her curriculum to build on what the children know and can already do, while taking account of their interests. For example, she uses the children's favourite stories as the starting point for activities. This then supports other areas of learning, such as developing children's understanding of other countries. However, occasionally, in the childminder's enthusiasm to teach

the children, she does not give them time to think of the answer to the questions asked.

- The childminder places a strong focus on developing children's communication, language and literacy skills. Children thoroughly enjoy listening to the childminder as she reads stories. They show a genuine interest in the illustrations on each page, using their developing language skills to describe what they see. The childminder encourages the children to sing rhymes, such as 'Five little ducks went swimming one day'. The children eagerly respond and say 'quack, quack, quack'.
- The childminder's curriculum provides a range of interesting experiences for the children. For example, children learn about diversity through various celebrations, such as Chinese New Year. Children purchase and taste Chinese foods from a Chinese supermarket. They also learned Irish dancing during their St Patrick's Day celebrations. Additionally, children visit places of interest, such as the farm, zoo and museum, where they have opportunities to ride on a vintage bus.
- The childminder places high emphasis on supporting children's independence. Daily routines are well organised and promote children's physical health and well-being effectively. For example, children have daily opportunities for physical outdoor play. They readily wash their hands before eating and learn about the importance of cleaning their teeth. Children enjoy healthy food options and are actively encouraged to try new fruits, such as passion fruit and avocado. They develop good table manners.
- Parents are extremely happy with the childminder's provision. They state that communication is good, children are cared for to a high standard, and that the childminder keeps them well informed about their children's progress. Additionally, parents praise the variety of learning opportunities provided for their children, including the range of places they visit.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect the children in her care. She demonstrates a good knowledge and understanding of the signs of abuse and neglect, including broader issues, such as radicalisation. The childminder has clear procedures in place to act on concerns, including making prompt contact with relevant professionals and keeping important records. The childminder supervises the children well and ensures that her home is safe, secure and clean.

What does the setting need to do to improve?

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

- give children more time to consider their responses and share their ideas as they

respond to the questions asked.

Setting details

Unique reference number	2568485
Local authority	Bedford
Inspection number	10239138
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	0 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 Putnoe, Bedford. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Ann Austen

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 their evaluation of the setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed children taking part in activities with the childminder and assessed the impact on children's learning.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector took account of the views of parents from written feedback provided at the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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