

Childminder report

Inspection date: 14 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's warm and caring company. Older children sit and look at images of different emotions on wooden boards. They make faces and talk about how they are feeling. Younger children regularly go to the childminder and receive cuddles when they need reassurance.

Children are developing good relationships with each other. They play well together and cooperate willingly when asked to do something. Children share resources and demonstrate respect for their environment with the support of the childminder. The childminder encourages children to be independent. For example, she encourages them to peel their own oranges at snack time. Children confidently ask for help and turn to the childminder when they need support.

Children develop their imaginative skills as they play in the role play kitchen. They pretend to make a pizza and serve it to the childminder. Children enjoy playing with glitter and glue as they decorate Christmas cards. They squash the tubes with their fingers before spreading the glue with brushes. Younger children explore the glitter with their fingers. The childminder encourages children to make their own choices during activities. This means children can explore and lead their own play.

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

- Children are developing their knowledge and understanding of leading healthy lifestyles. The childminder encourages children to try new foods. She works with parents to help expand the range of food their children eat at home. The childminder teaches children good hygiene routines, such as regular handwashing before meals.
- The childminder provides a stimulating learning environment. Toys and resources are stored in a way that allows easy access, enabling children to select for themselves. For example, the childminder uses open baskets on shelves that all children can reach. Children select trains and line them up along a cabinet, and others self-select books and look at the illustrations. This promotes their independence.
- Children enjoy making new friendships, promoting their social and emotional development. Children of different ages appreciate each other's company in the childminder's home. Older children are sensitive towards the needs of younger children. The childminder meets with other childminders on outings to broaden social experiences for children. They also attend local parks and learn about their local community.
- The childminder knows the children well. She plans activities around their interests to encourage them to take part. The childminder provides opportunities for younger and less-confident children to be able to take turns during activities.

However, the childminder does not always ensure that older children are appropriately challenged during planned activities and, therefore, they quickly lose interest.

- Children enjoy learning about numbers. The childminder provides opportunities for them to be able to count in sequence and recognise numerals. For example, children use number magnets on the fridge before snack time and name them as they point to them.
- The childminder provides opportunities for children to develop their speech and language. Children delight as they hear stories and point to the characters in a book. The childminder repeats words back to children as they say them. She gives children choices. They take turns and choose which song they would like to sing. As a result, children feel valued and are confident to share their opinions.
- Children delight in being physically active. When outside, they push ride-along toys and climb on equipment. Children smile as they shake 'jingle bells' that they have made to play along with the songs they sing. The childminder encourages children to use their fine motor skills as they squeeze tubes of glue. She talks to them about how they are exercising their muscles.
- The childminder has developed friendly and trusting relationships with parents. Written testimonials highlight the good relationships parents have with her. Parents comment that they are 'very happy' and feel that the childminder is 'welcoming and accommodating'. The childminder provides parents with written reports that outline children's development and what they are learning. Parents state that communication with her is 'helpful'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about safeguarding children and child protection. She is aware of the signs and symptoms children may show if they are at risk of potential harm. The childminder has a clear procedure for recording and reporting concerns. She constantly extends her knowledge by seeking updates, researching relevant issues and attending online courses. The childminder carries out regular risk assessments of both the indoor and outdoor environments. This ensures that these are safe and secure for children to access resources independently. The childminder discusses confidently what she needs to do to ensure the suitability of people in her household.

What does the setting need to do to improve?

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

- provide further opportunities for older children to be challenged in their learning during planned activities.

Setting details

Unique reference number	2581795
Local authority	Bedford
Inspection number	10251026
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 4
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Wootton, Bedfordshire. She operates Monday to Friday from 9am to 3pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Amy Clarkson

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 their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector evaluated the impact of an activity that the childminder carried out.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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