

Childminder report

Inspection date:

17 November 2022

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children confidently choose toys and equipment that they like and are interesting to them. They welcome the childminder's involvement in their games and enthusiastically join in the activities she prepares for them. Children sit closely to the childminder and listen to a story about a caterpillar. After the story, children sort and count the fruit and other food eaten by the caterpillar, placing it in the same order as the story. Older children are encouraged to let the younger ones join in, helping to encourage children to share and take turns.

Children enjoy playing with familiar kitchen items and wooden food. They strengthen their hand muscles as they chop the food in half. This supports their development in preparation for early writing skills. The childminder and her co-childminder talk to children about the food they like, helping them to establish an awareness of which foods contribute to a nutritious diet. This is reflected in the food they try at snack and meal times.

During their many walks and outings, children learn about the natural world around them. They collect conkers and leaves to use in activities in the childminder's home. When children play a matching game about animals, the childminder encourages children to recall which animals they saw at a local farm. Children listen to the childminder's explanations, helping them build on what they already know and understand.

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

- The childminder has not used the correct methods to notify Ofsted that she is working with a co-childminder in her home. This is a breach of the statutory requirements. Despite this, children remain safe in the childminder's care. The childminder has made some checks herself to confirm that her co-childminder is suitable to work with children.
- The childminder has not established a robust system to store the key information that is required by Ofsted. This compromises the effective management of her setting. However, the childminder located the necessary documents during the inspection.
- Children are motivated to learn. They listen to the instructions and requests the childminder gives them during planned activities. However, the enthusiastic childminder does not give children time to solve problems or think about what might happen next, to help strengthen their critical-thinking skills.
- The childminder works closely with parents and carers. Before children start in her care, the childminder finds out about their likes and interests. She asks about routines that children already have at home, helping her to plan similar ways to offer care and support. For example, when young children are tired, she

settles them for sleep in a way that they are used to. This includes using a sling on her back or rocking children in their pushchair. This helps children to quickly settle and feel secure in the childminder's care.

- Children who speak English as an additional language are supported effectively. The childminder and her co-childminder learn key words in the language children speak at home. This helps them to identify children's basic needs, such as when they are hungry or need the toilet. Children quickly pick up words in English, helping them to build on their emerging vocabularies.
- The childminder builds strong, trusting relationships with children. They share jokes together, making learning fun and enjoyable. Children tell the childminder what they have done at home and in other settings they also attend. This helps the childminder to identify what children already know, allowing her to assess their progress and plan new activities to support their learning.
- The childminder uses songs and rhymes to help support children's communication and language acquisition. Children listen to the words and rhythm in the songs. They pick up on these and repeat them. Over time, children use the words themselves. The childminder gives children time to choose between two objects. She encourages young children to tell her their choice using simple words or sentences. This helps children to grow in confidence when they speak and listen in small groups.
- Parents report that they are very pleased with the care and education their children receive from the childminder. They feel that their children are safe and are progressing well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what and how to report any concerns she might have about children's well-being. She understands how different professionals and organisations have different responsibilities and roles in relation to safeguarding children. The childminder refreshes her knowledge and understanding about safeguarding through training courses and discussions with other professionals. She is aware of local issues that may impact children's safety and well-being, helping her remain vigilant to risks and concerns.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure a thorough understanding of the requirements to notify Ofsted of significant changes and events in a timely manner is followed.	02/12/2022
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To further improve the quality of the early years provision, the provider should:

- improve the system used for maintaining and storing relevant documents and information so that they are easily accessible to use and share with Ofsted
- find ways to further encourage children to develop their thinking skills.

Setting details

Unique reference number	2583615
Local authority	Bedford
Inspection number	10251062
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 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bedford. She operates from Monday to Friday, 7am to 5.30pm, except for bank holidays and family holidays. The childminder works in her own home with a co-childminder on a regular basis. The childminder provides funded early education for three- and four-year old children.

Information about this inspection

Inspector

Katrina Rodden

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 this into account in her evaluation of the setting.
- The inspector observed activities in the childminder's home. She spoke to the childminder, her co-childminder and children at suitable times throughout the inspection.
- The childminder described how she plans her curriculum for children. She linked this to the individual needs of the children and how it impacts their development.
- The inspector and childminder discussed a planned activity and how it supports children's learning.
- The inspector read emails sent by parents. She took their views into consideration.

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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