

Childminder report

Inspection date: 19 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children build strong bonds with the childminder, which supports them to be ready to learn. They enjoy their time in the childminder's company. The childminder knows the children well and nurtures their interest to help their development flourish in her care. She helps young children understand the world around them, building on what they already know. She uses children's curiosity in the environment to go on walks, looking at sunflowers and collecting leaves. Children ask to read books about sunflowers that they have borrowed from the local library. They explore the texture of the leaves when they have dried. The childminder and children describe them as 'crunchy' and 'spiky,' giving meaning to the new words.

The childminder is a good role model, setting high expectations for children's behaviour. She helps babies and children learn to be polite and respectful to other people. The childminder asks children for their consent to help them with tasks, such as cutting up their food, and waits for babies non-verbal gestures to acknowledge they are ready for help. Children, in turn, demonstrate good manners and kindness to one another. Children use their imaginations in a variety of ways. They construct stories with small figurines. Children use props, pretending that the people figures go to each other's houses and ring the doorbell. Babies copy the older children attempting to push figures through the dolls' house doors. This helps them make links with their own home life.

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

- The childminder is a natural educator. She has a good understanding of how children develop and what she can provide to support them to make good progress and be ready for school. She plans her curriculum to build on children's existing knowledge and skills. The childminder actively includes all areas of learning in her daily provision. However, at times, the childminder moves on too quickly to the next step and children do not have excellent opportunities to embed their new learning.
- Children are developing their independence skills. Babies feed themselves with their hands and have a go at using a spoon. Older children are becoming competent at washing their hands and helping to tidy up. The childminder offers a lot of praise to the children for their efforts, motivating them to continue the task.
- Children have good opportunities to develop their hand control and strength. Babies handle their bottles themselves and concentrate as they pick dried berries off branches using two fingers. Older children manipulate paintbrushes to cover their paper to their satisfaction and use scissors to snip leaves and paper, as the childminder encourages them to concentrate.
- Children are articulate and confident. The childminder skilfully includes new

words for children to hear during play. She adds numbers and shapes to her language, so children can hear and become aware of mathematical terms. Children develop a love of books and reading. They ask to read stories they are familiar with. Babies look through books and lift flaps to find the pictures. These interactions build on children's vital communication skills.

- The childminder works closely with other professionals to support children's learning and continuity of care. She liaises with other settings to help children settle into a new environment. When children with special educational needs and/or disabilities attend, she ensures she understands their specific need and what she can do to support them by implementing guidance from specialists.
- Parents are extremely happy with the safe and caring environment the childminder provides. They value that the childminder is teaching their children. Parents comment they can see how their children are learning to be kind and considerate. The childminder shares information regularly, including photographs and development updates. They appreciate that the childminder gives the children wide experiences within their town, including going to the park and library.
- The childminder has pursued ways to improve her practice since the last inspection. She has worked closely with the local authority advisors and made more use of the online training courses available to her. While she has carefully thought about courses that help her overall professional development, she has not considered training that will make a difference specifically to the children in her care, to help them develop even further in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent knowledge of safeguarding matters. She has strong knowledge of the signs and symptoms of abuse. She knows the procedures to follow should an allegation be made about her practice, this includes referring to external agencies. The childminder's experience demonstrates that she is fully aware of child protection issues and is able to distinguish when to listen to and record concerns and when a referral needs to be made.

What does the setting need to do to improve?

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

- help children further embed their previously learned skills and abilities by allowing them even more time to concentrate on experiences
- sharpen the focus on professional development to specifically support children attending the setting.

Setting details

Unique reference number	2583615
Local authority	Bedford
Inspection number	10266857
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 November 2022

Information about this early years setting

The childminder registered in 2020 and lives in Bedford. She operates from Tuesdays, Thursdays and Fridays, 7am to 5pm, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Elke Rockey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a planned activity.
- The inspector reviewed several parents' written references and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all household members.
- Children talked with the inspector during the inspection.

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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