

Childminder report

Inspection date: 16 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children make friends and enjoy the wide range of activities and experiences they have with the childminder and her assistants. The childminder plans interesting activities to help build on what children already know and understand. For example, babies carefully explore items in a basket, encouraging them to become immersed in sensory play. Meanwhile, older children talk about how they use their senses before they cut fruit to make edible faces for their snack. The childminder encourages children to recall the facts they already know, before extending their knowledge even more.

Babies quickly get to know the childminder and her assistants. When they are tired or seek reassurance, they raise their arms to be picked up. Babies and young children willingly snuggle up for a cuddle on the laps of the caring and attentive adults. They share books together, learning to carefully turn the pages to find out what else they can see. As a result, babies and children foster a love for books.

Children practise skills to help promote their physical development. They kick footballs and run to collect items around the garden. Children grow in confidence and begin to take age-appropriate risks under the close supervision of the childminder or her assistants. For example, young children work out how to scale a small slide before they slide down again.

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

- The highly qualified childminder uses her experience as a teacher and special educational needs coordinator to support both children and her assistants. She ensures that her assistants have the skills and knowledge to help her teach and care for children in a caring and positive environment. As a result, children make good progress in their learning.
- The childminder uses a variety of ways to help ensure that parents are kept well informed about what their children have done and about their continuing progress. For example, daily diaries contain practical information about care routines, both at home and in the childminder's setting. This helps to ensure that important information relating to children's health and well-being is shared between the childminder's setting and home. Parents report they appreciate the level and frequency of information they receive.
- From a young age, children learn how to wash their hands before they eat, after playing in the garden and after using the toilet. Children describe why this is important. This contributes to their knowledge about how good hygiene routines help keep them safe and well.
- Children behave well. They learn to take turns and share resources with the support of the childminder and her assistants. This helps children begin to

regulate their own actions and emotions. Children are enthusiastic and keen to learn. They concentrate for extended lengths of time, allowing them to complete tasks they have started. For example, young children work out how to chop soft fruit. They hold the pieces with their fingers before working out they can place the fruit on a hard surface to assist them.

- The childminder takes advantage of local amenities and environments. Children enjoy regular trips to the library and shops. They play in the park and discover new information about the plants and birds they see. Children's memorable experiences help them learn about the world around them.
- The childminder is motivated to ensure that children thrive in her setting. She effectively uses her professional knowledge to help her promote all areas that children need to learn. In addition, she shares ideas and information with other local childminders, helping her find new and exciting ways to promote children's further learning and well-being.
- When children first start in her setting, the childminder finds out important information from parents to help her identify what children like, their care and health needs and who important people and pets are. This helps her use familiar routines to help settle children in her care. However, the childminder does not gather sufficient information to help precisely identify what children already know and understand to establish their learning needs right from the start.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistants regularly refresh their safeguarding knowledge through training courses. The childminder knows what and how to refer any concerns she or her assistants have about children's welfare to the appropriate agency or department. Regular emails from the local authority help to keep the childminder informed about local safeguarding issues or changes to their procedures. This helps the childminder maintain an awareness of what could cause harm to children in the local area and help her ensure the telephone numbers she needs in the event of a concern are the most appropriate.

What does the setting need to do to improve?

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

- gather even more information from parents to help identify children's starting points to help support their continued learning right from the start.

Setting details

Unique reference number	2630317
Local authority	Bedford
Inspection number	10295633
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Wootton, Bedfordshire. She operates from Monday to Friday, 8am to 5pm, except for bank holidays and family holidays. The childminder holds qualified teacher status and a degree in special needs in education. She works with two assistants and 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 begun. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the childminder.
- The inspector and the childminder looked at the areas of the home and garden that the childminder uses with the children. She described how she plans her curriculum and how it impacts children's learning.
- The inspector observed activities in the house and garden. She spoke to the childminder, her assistants and children at appropriate times throughout the inspection.
- The childminder and one of her assistants evaluated an activity with the inspector.
- The inspector looked at documents, including evidence of the suitability of the childminder, her assistants and other household members. She also looked at certificates relating to first aid and children's progress.
- The inspector read a number of testimonials, emails and completed satisfaction questionnaires that parents had completed. The inspector took the parents' 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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