

Childminder report

Inspection date: 25 July 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 are confident in exploring the childminder's home, inside and in the garden. It is full of opportunities for children to learn. The childminder plans activities that follow the children's interests. Children choose what they would like to play with, and they access resources independently to promote their confidence and self-esteem. Children enjoy discovering toy dinosaurs in the mud tray. They talk about the animal's habits and life cycle. The childminder uses this opportunity to introduce new words, such as 'fossils' and 'volcanoes'. The childminder helps children to practise their hand-to-eye coordination and they use tools to crack open the 'dinosaur eggs' made from ice. When children say, 'The dinosaurs are dirty', she asks them what they need to do next. Children make a bath to wash the toys. They focus for long periods of time on activities and show they are motivated to learn.

The childminder knows what she wants children to learn. She gives consistent messages about the high expectations she has for children's behaviour. For example, children know they need to tidy away activities before they can move on to the next one. They behave very well at the childminder's home.

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

- Teaching is good. The childminder interacts warmly with children. She understands what she wants children to learn. Children become absorbed in activities that interest them. For instance, children are keen to investigate the 'ice balls' and dropping items into the water dispenser. The childminder asks whether the items will float or sink and whether the ice ball is a liquid or solid. Occasionally, the childminder quickly offers solutions to problems rather than encouraging children to work things out for themselves. As a result, children do not always have time to fully express themselves.
- The childminder uses songs and stories to support children's communication. She introduces new vocabulary to children throughout their play and comments on what they are doing, using questions to extend their language. The childminder provides a narrative for children as they play. This exposes them to a wide range of words.
- Mathematics is well taught and entwined in the daily routine in the childminder's home. Children count the number of scoops of water as they fill up the dispenser. The childminder discusses the sizes of different insects, encouraging children to make comparisons between different groups. When looking at shapes, the childminder models mathematical language, such as 'edge' and 'corner'.
- The childminder encourages children to manage their own self-care needs and do things for themselves. They clear their plates away after meals and wash

their own hands. The childminder supports younger children to have a go at putting their shoes and socks on themselves. This helps to develop their independence, which in turn supports them in their readiness for school.

Children smile with delight as they 'high five' the childminder for their success

- The childminder plans activities outside the home to give children new social experiences. They go on trips and visit a host of local attractions, such as farms and wildlife parks. When children show an interest in something, she uses outings to extend their learning. Children experience meeting new children and people and develop confidence in new social situations. For instance, recently they visited the fire station. This helps children to develop their understanding of the wider world.
- Partnerships with parents are strong. The childminder keeps parents informed about their children's learning and progress. She shares children's achievements with them through daily photos and social media. She works closely with them to identify their children's starting points and to share regular information about their children's learning.
- The childminder plans her own professional development. She links with a small group of other childminders to share good practice and knowledge. The childminder seeks out training courses to broaden her skills. This helps her to swiftly identify and support children who may be at risk of falling behind.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to protect children from harm. She attends training to strengthen her knowledge of safeguarding. She knows about a wide range of issues that may affect children's safety and welfare. The childminder can identify the signs of abuse and knows how to respond to concerns about a child. She understands the procedures to follow if there is an allegation made about her. The childminder's home is well maintained, and she makes sure that the resources that children use are suitable and in good condition. She undertakes risk assessments of her setting and when she takes children on outings.

What does the setting need to do to improve?

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

- give children the time they need to think things through, find solutions for themselves and respond to questions.

Setting details

Unique reference number	2652258
Local authority	Bedford
Inspection number	10296833
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	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Bedford, Bedfordshire. She operates from Monday to Thursday, 8am to 5pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Topham

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 her evaluation of the setting
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.

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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