

# Childminder report

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Inspection date: 21 November 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a welcoming, nurturing environment for the children. She is attentive to children's individual needs and successfully differentiates her teaching. This ensures that all children, regardless of their age, are included in the range of activities provided. For example, the childminder encourages younger children to explore the sensory experience of flour and dough during a planned baking activity. They are shown how to scoop the flour from one container to another, which successfully supports their developing hand-eye coordination skills. Older children learn to measure the quantities of the ingredients, concentrating as they learn to carefully crack the eggs. They smile and demonstrate pride in their achievements.

The childminder provides opportunities for the children to play outside in the fresh air. She supports the children to cut seeds from pumpkins and provides containers for them to plant their seeds. Older children eagerly use garden tools to dig up mud to cover their seeds. The childminder also provides opportunities to be physically active. Younger children are supported to walk along the upturned wooden crate and climb onto the upturned plastic crate. The children's enjoyment is enhanced by the childminder, who calls out 'one, two, three and jump' as they jump down from the crate. This results in the children wanting to have another turn.

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

- The enthusiastic childminder puts the children at the heart of everything she does. She frequently evaluates her provision, reflecting on what is working well, including identifying areas where she could improve. The childminder proactively attends training courses to continue to develop her knowledge and skills. For example, she has recently completed training to support children with special educational needs and/or disabilities. This has supported her to understand the importance of early intervention.
- The childminder's curriculum places a strong focus on giving children a wide range of experiences to help them develop the knowledge skills and attitudes needed for their future learning. She knows the children well and has a clear understanding of what she wants them to learn next. However, on occasions, due to the childminder's enthusiasm, she does not always give children time to think and respond to the questions asked or enable them to develop their own thoughts and ideas during their independent play.
- Children develop strong attachments with the childminder, which effectively supports their emotional development. The childminder recognises that some children struggle to regulate their emotions. She uses story books to encourage the children to talk about their feelings and regularly reinforces boundaries.

Consequently, children behave well.

- The childminder places high priority on supporting the children's communication and language skills. She introduces new vocabulary as the children play and provides planned activities to enhance their language skills. For example, older children learn positional language as they place the teddy bear behind and in front of the chair. They learn rhymes and look at books for enjoyment.
- The childminder actively supports children to take responsibility and to develop their independence. Older children independently pour their own drinks, spread butter on their crackers and learn to cut their fruit for their snack. Younger children are supported to transition from their bottle to a feeder cup.
- The childminder successfully broadens children's range of experiences. For example, she takes children to water parks and local farms, where they learn about the different animals. They experience train rides on a miniature train, feed the ducks and enjoy collecting leaves and conkers on nature walks. Additionally, the childminder supports the children to appreciate and respect the diversity of others. Children visit local churches, mosques, and Sikh temples, and celebrate different festivals, such as Diwali and Easter.
- The childminder spends time talking to parents and getting to know children's care needs and stage of development before they attend. This helps to ease the transition from home to the childminder's care. The childminder regularly shares information regarding the children's care and development. She values parents' ongoing contributions and loans her story books to support children's ongoing development at home. Parents speak very highly of the service the childminder provides. They comment on the good progress their children make and that they are happy and settled.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to safeguard the children in her care. She can recognise different types of abuse and the signs that children may be at risk of harm. The childminder knows that she must report any concerns she has in a timely manner to the relevant authorities. This includes the action to take if an allegation is made against herself or a household member. The childminder completes daily risk assessments of her home to ensure the children remain safe. She closely supervises the children at all times.

## What does the setting need to do to improve?

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

- provide children with enough time to process questions before expecting a response, and enable children to develop their thoughts and ideas during their independent play.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2656935                                             |
| <b>Local authority</b>                             | Bedford                                             |
| <b>Inspection number</b>                           | 10314549                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 0 to 3                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 5                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2021 and lives in Bedford. She operates all year round from 8am to 6.30pm Monday to Friday. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ann Austen

### 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 their evaluation of the setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents and grandparents shared their views of the setting with the inspector.

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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