

# Childminder report

---

Inspection date: 4 October 2024

|                                              |                |
|----------------------------------------------|----------------|
| <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

Children are happy and settled in the childminder's care. They choose toys and resources that they like and that interest them. Children welcome the childminder to join their games. For example, young children enthusiastically select wooden puzzles. They tip the pieces out before looking at the shapes and numbers. With gentle guidance, encouragement and praise from the childminder, children persevere to complete the puzzle. The childminder takes the time to explain which numeral children are holding, giving children options as to where it might fit. This helps support children to succeed. As a result, children feel proud of their achievements and are not overwhelmed by the size of the puzzle. The childminder carefully structures her curriculum to help children build on what they already know and understand.

The childminder is a positive role model. The attentiveness and respect she shows others are reciprocated by children. They quickly learn to share and take turns during their play. They listen to the requests and explanations the childminder gives them, helping to shape their positive behaviour. Children learn to cooperate with their peers, show kindness to others and embrace the learning experiences they have. The childminder supports children to become confident individuals who are ready for the next stage in their learning by the time they leave for nursery or school.

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

- Children embrace the activities the childminder prepares for them. For example, they name the colour of the pens they use to make marks and to colour wooden dinosaurs. They try hard to replace the lids of each pen, helping to strengthen their coordination and small movements. Children listen to the words the childminder introduces, helping them build on their own emerging vocabulary. Young children begin to verbalise their wishes and thoughts, helping them express themselves. This contributes to their personal development.
- The childminder makes good use of the assessments she makes about children's progress. Her observations help her plan a meaningful curriculum that reflects what children need to know and understand next in their learning journey. She recognises that children need time to practise and repeat what they already know to help them consolidate their understanding. This helps children grow in confidence and triggers new curiosities and learning.
- From a very young age, children are taught skills to help them confidently manage tasks independently. For example, children learn how to wash their hands and put on their coats and boots. This contributes to their good preparation for school.
- The childminder is motivated to provide good-quality care and education. She

actively seeks training courses that help to strengthen her already good knowledge about how children learn and develop. For example, following a course about communication and language, the childminder has a deeper understanding of the importance books and songs have to help support children's development.

- When children first begin in her care, the childminder gathers important information from parents about children's likes and interests, about their health and about the daily routines they follow at home. This helps the childminder establish a welcoming and secure environment that provides familiarity to help children settle in her care.
- The childminder establishes good relationships with parents. She tells parents what their children have been doing during the day and shares key information about care routines, such as sleeping and eating. However, the childminder does not always give parents detailed information about what their children are learning and how to build on what their children already know and can do at home. As a result, children do not consistently benefit from a shared approach to their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture towards safeguarding that puts children's interests first.

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

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

- provide even more detailed information to help parents build on what their children can already do and understand at home that reflects children's next steps in learning.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2674939                                             |
| <b>Local authority</b>                             | Bedford                                             |
| <b>Inspection number</b>                           | 10355379                                            |
| <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> | 1 to 2                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 3                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2022 and lives in Bedford. She operates from Monday to Friday, from 8am to 6pm, all year round, except for family holidays and bank holidays.

## Information about this inspection

### Inspector

Katrina Rodden

### Inspection activities

- The inspector observed activities in the childminder's home. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder described the curriculum she provides to children in her care and the progress she has identified that children have made. The inspector has taken this into consideration in her evaluation of the provision.
- The childminder and inspector talked about the quality of education children receive and how this impacts children's development.
- The inspector viewed some documents, including recorded risk assessments and evidence of continued professional development.
- The inspector read feedback and reviews provided by parents. She has taken 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024