

Childminder report

Inspection date: 12 July 2024

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 settled and content and demonstrate that they thoroughly enjoy their time with this nurturing childminder. They have close relationships with her and naturally include her in their play and discussions. Children respond to the positive environment the childminder creates. They readily try new activities and persevere at tasks. For instance, children work out how to join links in a chain and persist until they succeed. The childminder is confident in allowing children to determine their play, thereby aiding them in becoming confident, independent learners. For example, children discover letters hidden in a tray of oats. They use these to spell out the name of a favourite story, then laugh as they make up their own words.

Children reflect the childminder's calm, caring approach and are kind and considerate. With the childminder's sensitive support, they are gaining a good awareness of their emotions and how their actions affect others. Ongoing discussions and activities aid children in building their understanding of the relevance of healthy practices, such as the importance of cleaning their teeth. The childminder prioritises children's safety and supports them in understanding how to keep themselves safe. For example, she uses child-friendly resources to help children respect their own bodies and their right to privacy.

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

- The childminder shows a genuine enthusiasm for her work. She continuously reviews her practice and makes improvements. She works in partnership with her co-childminder, sharing good practice and childcare knowledge and ensuring that children's care is consistent.
- The childminder carefully monitors children's progress and ensures that no child falls behind in their learning. She uses her knowledge of the children and her ongoing assessments to aid her in understanding each child's development and what they need to learn next. She offers children an exciting variety of play opportunities that support them in taking the next developmental steps and in making good progress.
- The childminder supports children well and ensures that they have a balanced range of play opportunities. For instance, children roll a large dice and use their mathematical skills as they count the dots on this. They then develop control and coordination as they jump, roll and hop for the corresponding number of times. They develop their smaller hand muscles as they use scoops and tweezers to pick up oats and seeds.
- The childminder appreciates the importance of supporting children to develop their language and communication skills. She uses some sign language and picture prompts to aid children's initial communication, encouraging them to use single words and then build sentences. She supports children well in talking with

others. For instance, children discuss how they found worms and snails.

- Children show a growing enjoyment of books and reading. They listen intently as the childminder reads, naming the characters, joining in with repeated words and predicting what will happen next. The childminder helps children bring books to life. For example, children take a favourite book to read in the nearby forest, then go 'hunting' for the animals they have read about.
- The childminder uses activities and resources, such as books, to initiate discussions and aid children in recognising and appreciating differences. For example, children visit the local church and talk about different beliefs. They discuss their families, sharing information about traditions and customs.
- Since registration, the childminder has established a secure base for her childminding. However, she has not yet used training and professional development opportunities to the optimum to enable her to develop her teaching skills to the highest standard possible and support her in promoting children's development to the highest level.
- Parents praise the childminder and recognise the good progress their children make while with her. They appreciate the variety of opportunities that the childminder offers children, including trips out of the home. The childminder communicates well with parents and offers them ideas to aid them in building on their children's learning. Furthermore, the childminder works well with other providers caring for the children, helping to ensure that children's care is consistent and their development is promoted.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around 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:

- make further use of training and professional development opportunities to help develop teaching skills to the highest level.

Setting details

Unique reference number	2678893
Local authority	Central Bedfordshire
Inspection number	10350762
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	2 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives near Bedford. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education places for two-, three- and four-year-old children. She works with a co-childminder.

Information about this inspection

Inspector

Kelly Eyre

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 this provision.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised and what they want children to learn.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures. She talked with the childminder about how she works in partnership with her co-childminder.
- The inspector talked with children at appropriate times throughout the inspection. She also reviewed written feedback from parents and considered 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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