

Childminder report

Inspection date: 6 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have a lovely bond with this calm and friendly childminder. They respond well to her relaxed manner and understand the setting's routines. For example, children wipe down tables and wash their own hands before mealtimes, which supports their independence. Children are encouraged to create their own play and to make their own decisions as they explore the wide range of toys available. They develop high levels of confidence and demonstrate their close relationships as they talk and laugh together while they play games.

Children have positive attitudes to learning. They concentrate during their play extremely well and are excited to try different activities. The childminder knows the children and their individual interests. She tracks their progress and development and skilfully tailors activities around their next steps and current life experiences. For example, older children learn about brushing their teeth and what it might be like to go to the dentist. They act out their different roles by using pretend dentist tools, toothbrushes, and toy mouths. The childminder engages children in thoughtful conversations during their play. She gives them time to respond with their own thoughts and personal experiences during discussions. The childminder fully engages with the children and builds on what they already know and can do. Children are making good progress as a result.

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

- Communication with parents is excellent. The childminder communicates daily to keep parents updated about their children's activities and routines. She sends regular progress reports to them and invites their feedback about the setting. She shares resources to extend children's learning at home and also helps with ideas to support parents with practical issues. Parents comment that their children are settled and developing well in the childminder's care.
- The childminder prepares children for the next stage in their learning. She maintains good communication with other settings to ensure that relevant information is passed on to best support the children in her care. The childminder ensures that children can pour their own drinks, use the toilet independently, and cut up their own food. This supports their ability to manage their own self-care and helps with transitions.
- Children develop their communication and language skills as the childminder regularly engages them in spontaneous conversations and discussions about their play and activities. The childminder introduces words such as 'gooey', 'sticky' and 'texture' as they describe the look and feel of toothpaste while brushing a pretend set of teeth. Children are rapidly extending their vocabulary as a result.
- The childminder values inclusivity and diversity within her setting. She celebrates

different cultures and days of importance with the children, and talks to them about their differences and similarities during everyday interactions. However, the childminder does not consistently reinforce her expectations about behaviour, particularly around kindness and sharing when older children take toys away from their younger peers. Further to this, the childminder does not always support children to understand how their behaviour can impact on others.

- The childminder provides lots of opportunity for children to develop their imagination through role play. For example, together, children create a shop using play food, real money and purses. They take turns in being a shop keeper and customer, and they learn about mathematics as they negotiate the price and how much change is needed. This helps children to act out real-life experiences and understand the world around them.
- Children learn about healthy eating and nutrition through focused activities. For example, children discuss pictures of food with the childminder. They decide together whether they are healthy or unhealthy for your body and teeth, and then put them into the relevant categories. Children learn that certain foods in small amounts can still form part of a balanced diet.
- The childminder regularly takes children out into the community to broaden their experiences. Children learn about taking risks during play as they attend local play parks and balance on wooden beams during nature walks. They socialise with others and develop their gross motor skills as they visit splash parks and bounce on indoor trampolines together. This helps to support children's physical health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and knows the procedures to follow if she has concerns about a child's welfare. She attends regular safeguarding training, and keeps her professional knowledge and skills up to date by attending online webinars. The childminder understands the procedure to follow if there is an allegation made against her, and she is clear about notifying Ofsted of any significant events. The childminder has a good understanding of the signs and symptoms that may indicate abuse or wider concerns, such as radicalisation. The childminder teaches children about safety and the important people who help us, by attending demonstrations and talks at the local fire station.

What does the setting need to do to improve?

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

- enhance care practices to consistently support older children's understanding of sharing and kindness and how their behaviour can impact on others.

Setting details

Unique reference number	EY222491
Local authority	Bedford
Inspection number	10289033
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 November 2017

Information about this early years setting

The childminder registered in 2002 and lives in Kempston. She operates her childminding service all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant level 3 qualification, and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Aimee Dillard

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 childminder.
- Parents shared their views of the childminder's setting with the inspector through written feedback.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- The childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of household members.
- The inspector interacted with the children at appropriate times during the inspection and observed their interactions with the childminder.
- The childminder and the inspector completed a learning discussion together to understand how the early years provision and curriculum are organised.
- The inspector viewed the areas of the premises that are used for childminding.
- The childminder and the inspector carried out a joint observation.

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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