

Childminder report

Inspection date: 25 July 2024

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 enthusiastically join in the activities that the childminder and her assistants plan for them. For example, children take bags that they have decorated into the garden. Each bag contains a pair of large tweezers, crayons and a printed sheet to help them identify different bugs and minibeasts. Children search the garden for plastic models of the creatures, collecting them in their bags. The childminder and her assistants help children find and name different characteristics, such as wings, antenna and legs, triggering many different conversations and new games based on bugs. This follows the childminder's ethos to follow children's interests within her curriculum. Through their explorations, games and creative activities, children build on what they already know and understand, to help them learn about the world around them.

Children behave well. The childminder explains the simple and consistent rules she has set to children, helping them to understand why they are in place. Children use books, cards and pictures to help them identify and express their feelings and emotions. From an early age, they begin to regulate their emotions and behaviour. The nurturing childminder and her assistants act as positive role models, to whom children respond exceptionally well. In turn, children play and learn in a happy and harmonious environment.

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

- Children quickly form strong, positive relationships with the childminder and her assistants. The childminder uses information she gathers from parents to find out what children like and about their routines before they start in her care. This helps her provide activities and resources that reflect children's interests. Settling-in sessions are sensitively arranged to help build children's confidence and security right from the start. This positively contributes to children's personal development and emotional well-being.
- Children enjoy looking at photos of themselves and their friends. They talk about the many memorable activities and experiences they have in the setting. The childminder encourages children to recall the facts they found out, helping to consolidate their learning.
- The childminder has daily discussions and regular team meetings with her assistants. They talk about the progress children have made and how they plan to build on what children already know and understand. The childminder ensures that any important information about individual children or from the local authority is shared with her assistants. Together, they watch webinars and complete online training courses to help strengthen their knowledge and understanding of how children learn and develop. This contributes to the effective strategies the childminder uses to monitor, coach and support her staff.

In turn, children receive consistently good-quality care and teaching.

- The childminder works closely with parents. She uses a variety of ways to maintain communication, including daily conversations, electronic messages and newsletters. Parents share updates from home, helping the childminder broaden the experiences children have to help support their learning and development. The childminder takes time to listen to parents, sensitively offering advice and support when necessary. Parents describe this support as going 'above and beyond', helping them prepare for, and navigate through, changes in children's needs, such as toilet training and moving on to school.
- Children spontaneously play together and welcome the childminder and her assistants to join in their games. Children share their ideas, which the childminder and her staff build on either at the time or through planned activities in the near future. However, there are times when the childminder and her assistants do not precisely focus their interactions and teaching on children's individual next steps in learning. For example, some activities lack challenge for the most-able children. As a result, children's progress is not optimised.
- The attentive childminder and assistants are dedicated to their roles. They work very well as a team, helping to ensure children's needs are met. However, through their enthusiasm, the childminder and her assistants do not always give children enough time to work out how to solve problems, predict outcomes or think of different ways of doing things for themselves. As a result, some children do not always develop their creativity and thinking skills to full effect.

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:

- adapt teaching methods during both adult- and child-led activities to precisely focus on the next steps in learning for each child
- give children even more time to strengthen their thinking skills and creativity for themselves.

Setting details

Unique reference number	EY393185
Local authority	Bedford
Inspection number	10351645
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	18
Number of children on roll	41
Date of previous inspection	3 October 2018

Information about this early years setting

The childminder registered in 2009 and lives in Wilstead. She operates all year round except for bank holidays and family holidays. The setting is open from 7.30am to 6pm, Monday to Thursday, and 7.30am to 5pm on Fridays. The childminder holds an appropriate qualification at level 3. She employs assistants and works with a maximum of two at any time. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the provision.
- The childminder talked about her curriculum and one of her assistants took the inspector on a learning walk around the childminder's home and garden.
- The inspector observed activities in the playroom and garden. She spoke to the childminder, her assistants and children at appropriate times throughout the inspection.
- After watching the childminder and assistants during an activity, the inspector had a discussion with the childminder about the quality of teaching observed.
- The inspector spoke to a small number of parents. She read testimonials and emails sent to her from parents and reviewed the results of a satisfaction questionnaire. The inspector took the views of parents into consideration in her evaluation of the provision.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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