

Childminder report

Inspection date: 20 June 2022

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

The childminder and her assistant provide a warm and welcoming environment for the children. They form strong attachments with them, which helps them to feel secure. Children develop a respect for each other and their environment as they work together to tidy up. They busily hand out a dustpan and brushes to each other to sweep up paper on the floor. The childminder and her assistant praise children's efforts, which helps to promote their self-esteem. Children learn how to be responsible as they take turns to be the 'helper of the day'. They help to set out cups and plates and prepare snacks and lunch for their friends.

Children are deeply engaged as they gather around the table and learn about different vegetables. The childminder and her assistant skilfully introduce mathematical concepts as they talk about the different shapes and sizes of the vegetables. Children learn new words, such as 'mushroom', and extend their vocabulary as they describe what it feels like. They practise using a knife to cut the vegetables and try the different tastes, learning what they like and do not like.

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

- The childminder and her assistant have high expectations for the children's behaviour. They act as good role models, reminding children to share and be kind towards each other. Minor disputes are swiftly managed to enable children to play together amicably. The childminder supports them to take turns when sharing stories and choosing songs. As a result, children learn how to behave well.
- The childminder and her assistant work as a cohesive team to deliver good-quality teaching to the children. They have a secure understanding of how children learn and develop. They use these skills to plan activities to help children build on their knowledge and learning. The childminder and her assistant organise the setting to enable children to make their own choices about play and learning. For example, children are extremely focused as they scoop and pour sand into different containers. However, at times, the younger children do not engage in activities as deeply as the older children.
- The childminder promotes early literacy throughout the setting. Story times allow children to discover stories on themes that they are learning about, such as healthy eating. Children choose stories independently and snuggle up with their friends and read to each other in the reading corner. As a result, children develop a love for books.
- Children become increasingly independent in managing their own personal needs. They wash their hands independently and thoroughly enjoy learning to use tools for a purpose. Children butter toast themselves and pour their own drinks. This prepares them well as they move to the next stage of their

education.

- The childminder and her assistant provide a rich range of activities in the community to develop children's understanding of the world. Trips to the zoo and the marina provide opportunities for children to learn about animals and where they live. Children understand what makes them unique. During circle time, they share stories about their families and the activities that they have done at the weekend. They learn about each other's cultures and the celebrations that take place. This helps to create a sense of belonging for all children.
- The childminder supports her assistant well. Regular supervision and observations provide opportunities to reflect on practice. They meet regularly to plan activities and discuss their key children. Next steps are planned to ensure that children make good progress. The childminder and her assistant are aware that further training has not been a focus, particularly due to the COVID-19 pandemic, and have plans to develop this.
- Parents speak highly of the childminder and her assistant. They comment on the warm and loving environment that they provide for their children. The childminder keeps parents fully up to date on their child's progress, providing regular progress reports. She works cohesively with the parents to encourage and promote positive change to benefit the children. For example, learning ideas are shared for children to continue their education at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a good awareness of the signs and symptoms of neglect and abuse, and understand what steps to take. The childminder has clear expectations of staff. She provides staff with regular training opportunities and discussions to ensure that they are fully aware of any risks and what action to take. The childminder has comprehensive policies that can be accessed when required. Robust risk assessments are carried out for trips to ensure that the children are always kept safe. The use of high-visibility jackets ensures that they can see 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 younger children with opportunities to engage in activities at an age-appropriate level so they become more deeply engaged in play
- support staff to further their training in order to keep knowledge and practice updated.

Setting details

Unique reference number	EY393901
Local authority	Bedford
Inspection number	10231782
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 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	14 September 2016

Information about this early years setting

The childminder registered in 2009 and lives in Bedford. Childcare is provided from a converted building in the garden of her home. She operates her service all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder can provide overnight care for children by arrangement. The childminder holds an appropriate qualification at level 3 and works with one assistant, who is qualified at level 3.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- This was the first routine inspection the setting 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 joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of childminder's suitability, the complaints record and safeguarding documents.
- The inspector spoke to parents and took account of written views during the inspection.

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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