

Childminder report

Inspection date: 24 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with this nurturing childminder. Her skill in establishing routines and in keeping these flexible to respond to children's needs plays a significant role in helping children to settle quickly. They form strong relationships with the childminder and are secure in her care, enabling them to swiftly develop the confidence to become independent learners. They are highly motivated and very keen to explore and learn. For example, when children decide to play with shells, they describe the shapes and patterns, spontaneously fetching magnifying glasses to examine these further. They challenge themselves as they sort the shells into groups of equal numbers.

Children show a very mature understanding of how their actions affect others. They reflect the childminder's excellent example and respond to her high expectations and consistent boundaries, showing a genuine respect and kindness for one another. For instance, older children help younger ones to get onto a low swing, pushing them gently and taking turns to use the equipment. Secure routines and procedures successfully support children in appreciating safety issues and understanding how to keep themselves safe. For example, children assess the play equipment at the park and note that the slide may be too hot as the sun has been shining on it.

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

- The childminder maintains a positive, enthusiastic attitude to her work and sets high standards for the care she offers. She conscientiously reviews her work and ensures that resources closely reflect children's current needs and interests. Although only used occasionally, the childminder supervises her assistant well and makes sure she has all the information she needs to care for the children.
- Children make good progress and are well prepared for their future learning. The childminder uses written guidance and her own experience to monitor children's progress and make sure that no child falls behind. She understands how each child is developing and offers them a wide range of play opportunities that support them in taking the next developmental steps.
- Children show a great enjoyment of books. They listen intently as the childminder reads with enthusiasm and animation. Children join in and eagerly remember what happens next. They confidently state their favourite part of the story. Children are building their understanding that books can be used for many purposes. For example, the childminder helps them to use reference books to research information.
- The childminder's good planning means children access a wide range of resources in all areas. For example, children choose a parachute at the park, arranging this over the roundabout. They use their imaginations as they decide

this is a spaceship and they are going to Mars.

- The childminder makes good use of children's interests to build on their knowledge. For instance, children who enjoy using the role-play kitchen engage in real cooking activities. They examine ingredients on packaging and develop their understanding of how to keep themselves healthy as they discuss the effects of different foods.
- The childminder makes good use of opportunities to promote children's speech and communication skills. Young children enjoy songs and action rhymes, where they repeat words. The childminder asks children open questions. For example, children talk about the ingredients they have used to make a 'vegetable stew' and describe how their toy cars are 'lining up in the traffic'.
- The childminder supports some aspects of children's appreciation of differences and their understanding of the world well. For example, children enjoy daily outings to local facilities, such as parks and the library, helping them learn about their community. However, the childminder does not always make the best use of opportunities for children to learn about wider issues, such as different lifestyles and cultures.
- Parents speak highly of the childminder. They highlight the extended selection of activities she offers children and note her commitment to promoting children's development and well-being. The childminder communicates well with parents, enabling her to build on what children have been doing at home and to support parents to extend their children's learning.

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:

- enhance the opportunities that support children in gaining a wider awareness of other cultures, traditions and ways of life.

Setting details

Unique reference number	EY419170
Local authority	Bedford
Inspection number	10344362
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 September 2018

Information about this early years setting

The childminder registered in 2011 and lives in Bromham. She operates all year round from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She works with an assistant on an occasional basis. The childminder provides funded early education places for two-, three- and four-year-old children.

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. The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures.
- The inspector talked with children at appropriate times throughout the inspection and considered their views. She also took into account written feedback from parents.

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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