

Childminder report

Inspection date: 2 September 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

The childminder provides a welcoming learning environment. She provides a good range of activities and resources to support children's development and progress. Children show a positive attitude to their learning and behave well. For example, older children concentrate as they create models using plastic bricks, demonstrating pride in their creations.

The childminder supports children's growing independence and encourages them to take responsibility. For example, older children help to tidy away resources before their lunch. Older children independently select what they would like to play with and enjoy the company of their friends.

The childminder provides a range of tactile resources for babies to explore. This supports babies to develop their hand-eye coordination and small muscle strength as they grip and shake objects to hear their sounds. Babies smile, demonstrating their enjoyment. The childminder provides materials for the older children to manipulate, draw and paint. Children continue to develop their muscle strength as they mould dough to make different shapes. The childminder encourages older children to count, recognise written numbers and identify different shapes. Older children find two objects when asked, concentrate as they copy written numbers and recognise shapes, such as a triangle, circle and heart.

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

- The childminder provides a home-from-home, friendly environment for the children in her care. She continually looks for ways to improve her practice and is currently undertaking a course to obtain a level 3 childcare qualification. She also reads childcare publications to develop and extend her existing knowledge and skills.
- The childminder demonstrates a kind and nurturing approach towards the children in her care. She is attentive to the children's care needs, offering comfort and support if they become upset, which supports their emotional well-being. Children demonstrate that they feel safe and secure.
- Overall, the childminder's teaching is effective. The childminder knows the children well. She understands how to plan and implement sequenced learning opportunities to build on what children know and can already do. The childminder makes observations of the children to monitor their progress and well-being. This supports her to understand each child's personality and learning needs. However, on occasions, the childminder does not always use every opportunity to extend children's learning during their spontaneous play activities.
- The childminder is a positive role model. She supports children to understand rules and boundaries, to share and take their turn. The childminder praises

children for their efforts and achievements, which develops their confidence and supports them to persist at their chosen activity.

- The childminder supports children's developing language and communication skills well. She actively responds to babies' body language and sounds. Babies respond by smiling and waving their arms. The childminder engages in back-and-forth conversations with older children. Older children develop their attention and listening skills and use language to engage in conversations with their peers. Additionally, the childminder successfully uses her translation skills to further support children's understanding and use of English.
- The childminder supports children to learn about the world around them. Children regularly visit the library, where they share story books with the childminder and participate in rhyme time activities. The childminder takes children on outings to the farm and river, where they enjoy feeding the ducks. Children visit the local park, which provides opportunities for them to extend their developing physical skills on the play equipment. Additionally, the childminder supports children to appreciate and respect the diversity of others. For example, children take part in a range of art activities during Easter and Diwali celebrations.
- The childminder offers settling-in sessions to enable her to get to know the family, including children's care needs and stage of development before they attend. This successfully eases children's transition into the childminder's care. The childminder communicates with parents about their child's ongoing care, learning and achievements. She provides activity ideas and shares books to encourage parents to support their child's ongoing learning at home. Additionally, the childminder offers advice on aspects of a child's development, such as potty training. However, the childminder has not yet established effective links with other settings that children attend. Therefore, restricting opportunities to promote a more shared approach to supporting children's progress.

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:

- strengthen interactions with the children during their spontaneous play to further enhance their learning experiences
- build stronger links with other settings that children attend, to promote a more shared approach to supporting children's progress.

Setting details

Unique reference number	EY421708
Local authority	Bedford
Inspection number	10354820
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in Kempston. She operates all year round from 7.30am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 2.

Information about this inspection

Inspector

Ann Austen

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 setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed children taking part in activities with the childminder and assessed the impact on children's learning.
- The inspector spoke to children at the inspection.
- A sample of the childminder's documents was reviewed by the inspector.
- The inspector took account of the views of parents from written feedback provided at 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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