

Childminder report

Inspection date: 25 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children flourish in this warm and stimulating environment. They quickly become familiar with the daily routines and anticipate what comes next. The responsive care and attention children receive from both the childminder and her assistant help them to feel safe and secure. Children make decisions about how they spend their time and become deeply involved in their chosen play. Interruptions to their learning are minimised. For example, the childminder recognises when it is becoming a little cold outdoors, so swiftly moves their chosen activities inside.

Children show high levels of curiosity and enjoyment. The resources they have access to have been carefully selected to build on their current interests, offer them new experiences and link to their next steps in learning. Indoors, children use their small-muscle skills as they roll, cut and mould soft dough into different shapes. They welcome the ideas that the childminder suggests and show the confidence to share the skills they have learned with other children. Outdoors, children use natural resources, including logs and various pieces of wood they have collected from the nearby woods, to make their own see-saw.

Children follow instructions well and are beginning to understand why rules are in place. They know that they must share the resources and that sometimes they may need to wait for their turn.

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

- The ambitious childminder places a strong emphasis on providing children with high-quality care. She has clear improvement plans in place and welcomes the views of parents and other professionals to continually enhance her practice. For example, she is keen to make even more use of the outdoor natural environment and is also preparing a nearby allotment for children to use.
- The childminder and her assistant work very well together. They are good role models for children, which promotes a culture of respect. The childminder ensures her assistant has the necessary skills for her role.
- The childminder and her assistant know the children well and help them to make good progress across all areas of learning. This prepares them well in readiness for school. They work closely with the other settings children attend to ensure they remain consistent in their approach.
- The childminder carefully considers the activities that she plans, to include children of all ages. For example, as older children follow numbered instructions to make pancake batter, younger children help to slice lemon and prepare the fruit toppings. Babies who like to watch the older children are given flour to explore and are placed where they can easily observe what is going on.
- Children become skilful communicators and engage in thoughtful conversations

with adults and each other. The childminder and her assistant use clear pronunciation as they introduce children to new words and give them ample time to respond to the questions that they ask.

- Children's mathematical skills are promoted very well. The childminder sensitively supports children as they use numbers to count in sequence. She introduces the most able children to more-difficult concepts, such as a 'half' and a 'quarter', as they discuss the size of the pancakes they have made.
- Children know that they need to catch their cough in their hand so they do not spread germs and that they must wash their hands before they eat. These activities help children to learn how to keep themselves healthy and well.
- The childminder gathers detailed information from parents when children first start, to inform the curriculum that she provides. To help involve parents in children's learning, she sends pictures of the activities they take part in and makes time to regularly discuss children's development. Parents are very happy with the care their children receive and the progress that they make.
- On occasion, the childminder and her assistant step in too readily during children's activities to provide them with guidance or explanations to achieve a task. They do not always allow them sufficient time or encouragement to think more deeply, make predictions or work things out by themselves.
- The childminder and her assistant continually develop their knowledge and skills through various training opportunities. However, the childminder does not sharply focus their learning on ways to help children to make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant maintain a secure understanding of child protection issues, including on the broader aspects of safeguarding within their local area. They are both alert to the signs and symptoms that may indicate a child is at risk of harm, and know the correct reporting procedures to follow if they have a concern. The childminder is aware of the need to monitor children's levels of attendance and how periods of absence may link to aspects of safeguarding. She has effective systems in place to ensure the ongoing suitability of all adults who live or work on the premises.

What does the setting need to do to improve?

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

- provide children with more opportunities to develop their thinking skills, make predictions and work things out by themselves
- establish a more focused programme of professional development to enhance teaching further and help children to make even better progress.

Setting details

Unique reference number	EY441424
Local authority	Bedford
Inspection number	10137433
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	12
Number of children on roll	11
Date of previous inspection	10 September 2014

Information about this early years setting

The childminder registered in 2012 and lives in Wilstead, Bedford. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is registered to work with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Pepper

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector discussed the curriculum with the childminder and completed a joint evaluation of the activities that she provides for children.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living or working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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