

Childminder report

Inspection date: 4 April 2023

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 are happy and have strong relationships with the childminder. They separate from their parents well and quickly settle into their play. Children choose from a wide range of resources and activities available to them in this homely environment. They regularly invite the childminder into their play. This demonstrates that children feel safe and secure in her care. The childminder is a positive role model who has a calm and patient manner. Children respond positively to this, and as a result their behaviour is good.

Children learn the importance of healthy lifestyles through the engaging activities the childminder provides. For example, they enjoy healthy snacks and learn how to brush their teeth properly by practising on a large model mouth with toothbrushes. Children know the daily routines of washing hands before eating. They benefit from daily outdoor play in the well-planned garden. They develop their physical strength as they kick balls and ride in cars. Children learn care and consideration for the natural world. They enjoy filling up watering cans from the outside tap to water plants in the garden. During summer months, children grow vegetables in the childminder's garden. This helps children to learn where vegetables come from.

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

- The childminder has a well-planned curriculum that focuses on children's next steps of learning. She incorporates their interests into planning to help children learn skills and reach their targets. The childminder provides activities that are suitably challenging for children's individual stages of development. For example, during mathematical activities, younger children learn to match number and quantity using pictures of trains, while older children use scales to weigh and compare quantities. Children are curious and make predictions to discover which items are heaviest. Consequently, children persevere, which helps to build their resilience and concentration.
- Children learn a variety of important skills to become independent. For example, they help to prepare snack, as they chop up bananas with knives and butter their crackers. As children prepare to move on to school, the childminder focuses on teaching children to be independent. This will help them to be successful in their future challenges. For example, children learn to manage their own hygiene routines independently.
- The childminder supports children to develop their communication skills. She frequently engages children in conversations that increase their confidence in speaking, listening and understanding. Children enjoy singing nursery rhymes with the childminder, which helps embed and extend children's vocabulary.
- Children have good opportunities to develop their literacy skills. They engage in regular mark-making activities, such as using chalk to draw pictures in the

garden. Children learn how to recognise their own written name. The childminder extends older children's learning further by helping them to understand that English is read from 'left to right'. Children develop a love for books and reading. They regularly visit local libraries with the childminder. Books are available in the childminders home for children to access and enjoy independently.

- The childminder continuously monitors children's progress. She completes progress checks when children are between two and three years old, and shares this information with parents. When children are preparing to move onto school, the childminder completes transition forms to share with their new teachers. However, the childminder does not regularly communicate with staff from other settings that children attend. As a result, some information about children's learning and development is not regularly shared to further support consistency in their learning and transitions to school.
- The childminder recognises the impact that the COVID-19 pandemic may have had on children's social experiences. To develop their confidence in new social situations, children visit local parks and playgroups. The childminder benefits from a community of local childminders who they regularly spend time with. This helps to widen children's social experiences.
- Parental partnerships are effective. Parents feel well informed of their child's daily experiences through effective communication methods used by the childminder. The childminder ensures that parents are fully aware of their children's development and shares ideas on how to continue their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibilities to safeguard children. She knows of the signs and symptoms that indicate a child may be at risk. This includes wider safeguarding issues, such as child exploitation. The childminder knows the correct procedures to follow and who to contact if she has concerns about a child's welfare. The childminder maintains a safe home environment and completes daily checks on resources and equipment. She ensures that her professional development is kept up to date, including safeguarding knowledge and first-aid training. The childminder implements effective policies and procedures that are relevant to her setting.

What does the setting need to do to improve?

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

- enhance information-sharing with staff from other settings that children attend, to promote continuity in children's learning and development.

Setting details

Unique reference number	EY461100
Local authority	Bedford
Inspection number	10280283
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	5
Date of previous inspection	4 September 2017

Information about this early years setting

The childminder registered in 2013. She is located in Wootton, Bedfordshire. The childminder works from 8.15am until 5.30pm, Monday to Friday, most of the year. She provides funded early years education for three- and four-year-old children. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Rachael Small

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 have taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- A joint evaluation of a teaching activity was carried out by the inspector and the childminder.
- Parents shared their views on the setting with the inspector.
- The inspector looked at a sample of relevant records and documentation. This included evidence of suitability and training.

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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