

Childminder report

Inspection date: 14 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder is passionate about providing a learning environment led by children. She provides a wide range of resources that help to support and build on children's learning. Children settle well in the home and happily separate from their parents at drop-off time. The relaxing and homely environment allows children to explore with ease. They develop secure attachments with the childminder. This allows children to develop confidence to talk to visitors.

The childminder has high expectations for children's behaviour, and they behave well. She encourages children to talk through any issues they may have. For example, while playing with the farm, children have a dispute over the position of a ladder. The childminder encourages them to create another ladder so there is one on each side. On doing this, the children happily recommence playing, resolving the conflict themselves.

Children enjoy working together and developing their teamwork skills. For example, at snack time, once the children finished their apples, the childminder suggested putting the core in the green bin. As one child walked over to the bin, another quickly noticed the stones on top. Running over, they created a way of taking the stones off and opening the bin. The children were delighted as they informed the childminder what they had achieved.

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

- Children make excellent progress in their language development. The childminder uses her knowledge to create exciting activities to extend and support language. She supports younger children to be aware of the correct word form by repeating words and phrases back to them. The childminder introduces older children to a wider vocabulary. She uses words such as 'tentacles' and 'collage' in general play. The childminder explains these words to support children and extend their knowledge.
- The childminder supports children to listen to each other and understand their feelings, for example when children engage in physical play. When a child becomes distressed, the childminder encourages children to listen to their friend. They talk about how they are feeling and how they can make each other feel better. This supports children's listening skills and their understanding of other people's emotions.
- The childminder allows children to lead their learning. She uses her knowledge of child development to support activities. For example, children create potions in the garden area. They pick grass and stones and add water, using sticks to stir the mixture. Children relish the opportunities to investigate independently. However, these activities do not always challenge children to develop their

learning even further.

- Children have wonderful opportunities to explore the outside world around them. The childminder use the local area well. At the local pond, the children watch the life cycle of a frog. They visit regularly, observing the changes to the tadpoles. They discuss the changes in the tadpoles' behaviour dependent on the weather. This supports children to become curious learners.
- Children develop a love of books. They bring books over to the childminder for her to share. The childminder talks about the pictures with the younger children. They discuss the similarities and differences between the fish. The wide range of books available encourages children to develop an understanding of using books for information. The childminder shares a book about germs. She encourages children to talk about when they should wash their hands.
- Parents talk positively about the childminder and the level of communication they receive. They explain how happy their children are at both drop-off and pick-up times, and the positive impact this has on their day. Parents are aware of the good progress their children are making while with the childminder.
- The childminder understands her responsibility to keep her training updated. This ensures her knowledge and practice remain at a good level. The childminder works with other childminders to discuss any issues or concerns she may have. This supports her practice even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of the signs and symptoms of abuse. She understands the process for reporting any concerns she may have, always ensuring she keeps accurate records. The childminder knows her responsibility to report any concerns raised regarding her or anyone in her household. She keeps her knowledge up to date with regular training. The childminder has a robust safeguarding policy in place. This ensures children are kept safe in her care.

What does the setting need to do to improve?

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

- provide consistently high levels of challenge during activities, to help children make the best possible progress in their learning.

Setting details

Unique reference number	2514405
Local authority	Bedford
Inspection number	10207862
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	2 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She operates Monday to Friday all year round, except for family holidays and bank holidays. She operates from 7.30am until 5.30pm. The childminder holds a relevant qualification at level 6.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together of all the areas of the setting and discussed the curriculum and what the childminder wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- A joint observation of an activity was completed between the inspector and the childminder.
- The inspector looked at reviews from the parents during the inspection and took account of their views.
- Relevant documentation was reviewed, as well as evidence of the suitability of the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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