

Childminder report

Inspection date:

24 February 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely relaxed and comfortable in the childminder's care. They have wonderful relationships with her and with each other. Babies cuddle in and gaze at the childminder's face as they enjoy their bottle of milk. Older children spend much time interacting with the babies, who giggle with delight. Children's behaviour is exemplary. They are extremely confident, articulate for their age, very friendly and demonstrate a real eagerness to learn. They work well together and, for example, suggest to each other, 'We need that bit on here' as they build a game and say, 'It's your turn now'.

The all-round progress children make in the care of the childminder is impressive. They demonstrate much confidence in their physical skills, for example as they balance on raised planks, and lift their feet when they squelch in the wet mud. The childminder expertly develops children's communication and language skills. She constantly introduces new vocabulary and words that mean the same thing, for example 'tiny' and 'minute', to increase the breadth of their language. Children gain a deep understanding of the world around them. They learn about lots of different festivals celebrated by different cultures. Children feed the childminder's chickens and collect the eggs, learning why some eggs are a different colour to others.

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

- The childminder provides each child with a very rich, broad and balanced curriculum. She is clear about the skills and knowledge she wants children to learn while they are with her. The childminder has an excellent understanding about how children learn and, for example, that they need time to consolidate, practise and apply their new skills and knowledge. She is highly skilled at identifying what children already know and then extending this knowledge and acquisition of skills.
- The childminder has high expectations of children and they consistently meet these. In this way, children reach and exceed their potential within very short periods of time and across all areas of learning.
- The childminder's home has been extremely well thought out and organised to meet all children's individual needs. The playroom is a vibrant play space with lots of freely accessible resources. Babies are enticed to crawl as they show their determination in wanting to reach the toys for themselves. Outdoors is a wonderful and stimulating environment. Children put on waterproof suits and wellies and make footprints in mud, feed the chickens, collect eggs, plant produce, dig in natural materials, and use tools to create a 'pallet house' that is truly unique.
- The childminder has participated in a wealth of training opportunities, for example to maintain her level of expertise in promoting children's

communication and language development. Children are engrossed in the story of the week; they repeat familiar refrains and learn new words and their meaning, for example that 'talons' are claws.

- Partnerships with parents are exceptional. Parents agree with this. The concerted efforts of the childminder to work with parents, and to enrich children's lives in every way possible, ensure the superb outcomes for children. There is a wealth of information shared with parents about every aspect of their children's early years experience, health and safety.
- Every interaction between the childminder and the children is of high quality, meaningful and purposeful. The childminder constantly gives children more knowledge, which they eagerly accept. For example, she explains the difference between a helicopter and an aeroplane or what the word 'fragile' means as the hen's eggs get carried inside.
- The childminder encourages children's independence at every opportunity and they rise to every challenge with confidence. For example, they spread hummus on their rice cakes, cut bananas, pour milk and undress out of their outdoor clothes by themselves. Children independently follow good hygiene routines. They remind each other that, 'We need to wash our hands because we've touched chickens'. Children are extremely well mannered and without prompting ask, 'Please may I get down?' from the table after snack.
- Feedback from parents is overwhelmingly positive. Parents consider themselves to have fantastic relationships with the childminder and place high value on the wealth of communication they receive about their children. They state that they feel very privileged to have found the childminder and say her level of care is 'unparalleled'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places children's safety and welfare at the heart of everything she does. She has a superb knowledge of her safeguarding policies and procedures. The childminder is very alert to noticing any changes in a child's life that may give cause for concern, as well as the signs and symptoms of abuse and/or neglect. She has all the relevant contact numbers in order to be able to report any concerns she may have, in a timely manner.

Setting details

Unique reference number	219675
Local authority	Central Bedfordshire
Inspection number	10226624
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	0 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	1 February 2016

Information about this early years setting

The childminder registered in 2001 and lives in Clifton, Bedfordshire. She operates Monday to Thursday from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Anna Davies

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 provision.
- The childminder and the inspector completed a discussion about how the curriculum is organised and what she intends children to learn while in her care.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector and the childminder completed a joint evaluation of an activity.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- Written feedback was received from a number of parents, and the inspector took account of their views.

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

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