

Childminder report

Inspection date: 18 October 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	Good

What is it like to attend this early years setting?

The provision is outstanding

The enthusiastic and dedicated childminder puts children at the heart of everything she does. She is kind and caring and offers children appropriate reassurance when needed. Children demonstrate that they are settled and happy in the childminder's care. They make independent choices in their play as they confidently explore the extremely well-resourced environment. Children take the lead with their own personal needs. For instance, they learn to independently put their shoes on, roll up their own sleeves and wash their hands before and after mealtimes or messy play.

The childminder has high and fair expectations for all children. Sharing and turn taking are encouraged, and any minor disagreements are resolved through encouragement, gentle reminders and empathy. Children are developing their knowledge of the world around them through regular nature walks, access to quality books and exciting hands-on activities. For example, children learn about nature and the harvest festival together. They explore a range of unfamiliar vegetables, discussing what each feel like or look like and what they are called. They talk about times when they have seen some of the vegetables being harvested in the local fields to make connections with what they already know. Children's vocabulary is extended through learning new words, such as 'hollow', 'stalk' and 'rough'. Later, paint is used to create pictures and stamp shapes with the chopped vegetables to proudly display around the playroom. This encourages creativity and a wonderful sense of pride.

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

- The childminder recognises the possible impact the COVID-19 pandemic has had on children and has worked hard to reduce this. For example, during the period when children were not in her care, the childminder kept in touch through regular messages and story time videos. Group-park visits were arranged for all parents and children when they returned so that they could meet each other again. The childminder has continued these each year after parents fed back that they were beneficial to them.
- The childminder's curriculum intent is based on children's interests and next steps. The highly experienced childminder uses her broad knowledge of how children develop to plan stimulating and challenging experiences that match their learning interests and needs. She considers what children already know and can do and thoughtfully builds on this. Children make brilliant progress from their starting points.
- The childminder takes children on a range of educationally focused outings and ensures that they get regular opportunities for play, both outdoors and in the local community. Children attend music and play groups regularly; they go on

nature walks and have access to the garden and play equipment each day. The childminder also helped to set up a rhyme-time group with other local childminders for the children to attend each week. This helps to broaden their range of experiences and offers the opportunity to explore and socialise with others.

- The childminder is highly aware of every child's background and individual needs. She focuses on ensuring that children are exposed to a variety of new and interesting experiences. For example, children are encouraged to celebrate and learn about different cultures and festivals, such as Diwali and Chinese New Year. Children have the opportunity to prepare and taste new foods and use different utensils to eat with, such as porcelain soup spoons and chop sticks. Artwork, such as rangoli pattern mats and light lamps, are created and taken home to share, and books with information about the festivals are read together. This provides children with real-life and diverse experiences that they may not have had before.
- The childminder recognises that the development of speech and language is extremely important. The childminder is excellent at modelling language and using the correct terminology when speaking to all children, ensuring their vocabularies continue to progress well. She talks using descriptive words and explains what she is doing and why during play and while preparing food items. This includes the children in all aspects of the day and ensures that they are fully involved and understand routines.
- Children thrive in the care of the childminder. She is kind and caring and ensures that she really engages the children in quality play and interactions. Her skilled interactions and responsive care support children to develop close and trusting relationships with her. Children's confidence and emotional well-being are especially strong.
- Parents are delighted with the care and learning opportunities that their children receive. They all speak highly of the childminder's compassionate, caring and professional nature. They make reference to their children's brilliant progress, development, and understanding of important values since starting. The childminder continually shares next steps and 'wow' moments with parents. This supports parents to help their child continue learning at home.
- The childminder is skilled in recognising children that may require early help and is confident in speaking to parents and professionals about this. The childminder has established excellent partnerships with local schools and nurseries that children attend. This helps to promote a joined-up and collaborative approach to children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Children's ongoing safety and well-being are central to the care the childminder provides. She is trained to a high level in safeguarding children and displays great knowledge of how to protect and keep them safe from harm. She is clear on the possible signs that may indicate that children are being abused or neglected and

what she needs to do to protect them. She makes sure that her knowledge of safeguarding remains up to date. For example, she attends relevant training courses and conducts her own research. She is interested in furthering her professional knowledge by attending more courses in the near future. She can identify children who may be in need of early help and is aware of wider safeguarding issues, such as radicalisation, and how to report any concerns.

Setting details

Unique reference number	219690
Local authority	Central Bedfordshire
Inspection number	10234350
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 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	12 January 2017

Information about this early years setting

The childminder registered in 2000 and lives in Shefford, Bedfordshire. She operates all year round, from 7.30am to 6pm, Tuesdays to Thursdays and provides wrap-around care on Mondays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Aimee Dillard

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 provider and has taken that into account in their evaluation of the provider.
- The inspector held a learning discussion with the childminder. This enabled the childminder to discuss how her curriculum and setting are organised for children's learning.
- The childminder spoke to the inspector about children's next steps and about her knowledge of each child's individual development.
- The inspector viewed the premises, including the garden.
- The inspector took account of the views of parents from written feedback provided.
- The inspector interacted and spoke with the children at appropriate times during the inspection and observed their interactions with the childminder.
- The inspector observed the play and learning activities that children participated in.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector examined relevant documentation, such as evidence of qualifications and the suitability of household members.

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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