

Childminder report

Inspection date: 11 January 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children love coming to the childminder's home. They develop exceptionally strong relationships with her. Parents express how much their children miss coming if they do not attend. Children benefit from the childminder's outstanding knowledge of child development and of the children themselves. Highly effective interactions between the childminder and children means that children make rapid progress in their learning. Children are resilient, confident and very secure in the home. This helps them to be ready to learn new skills.

The childminder expertly develops children's language throughout the day. For example, when reading 'We're Going on a Bear Hunt' the childminder introduces new words, such as 'swirling' and 'whirling'. The children enjoy making big physical movements to match these words, embedding their understanding of new vocabulary. Children develop listening skills as they concentrate and show perseverance at activities. For instance, they follow instructions as they repeatedly try to wrap an elastic band around a nail board. The childminder thoughtfully sequences children's learning. For example, when babies learn to walk downstairs, the childminder introduces small balance boards, so they can strengthen their core muscles. Activities are repeated frequently to embed the skills learned.

Children's behaviour is outstanding. They are very kind to each other and take turns while playing games. Children support each other in their learning. For example, the childminder encourages children to help show their friends how to play games. Children take great pleasure in this and happily support their friends. This helps to develop friendships and supports children in knowing who they can ask for help.

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

- The childminder's understanding of her own professional development is exemplary. She is able to recognise when she needs to develop certain skills further, and find ways of doing so. For example, she has recently undertaken courses, such as 'Circle time' and 'Maths in the early years'. She then embeds this learning into practice.
- The childminder encourages children to investigate and have a go at activities. This helps children to become inquisitive learners. Children get excited by new activities set out, becoming fully immersed in what they are learning. The childminder expertly asks the children questions and allows them to think of a range of answers. When children are unsure, the childminder provides potential answers to promote further discussion. This helps children to become highly skilled thinkers.
- Exceptional relationships with professionals ensure information is shared. The

childminder attends parents' evening at the local nursery to ensure both settings are supporting children to the best of their ability. This thoroughly underpins children's learning.

- Parents compliment the childminder and state, 'they couldn't be without her'. She offers advice to parents when they need it. Parents have confidence in her ability to teach children new things and their children thrive in her care. She helps parents understand their children's next steps in learning and provides ideas, so that parents can help their children learn at home. The childminder maintained very close relationships with the children throughout the COVID-19 pandemic. For instance, she read stories to them over a video call, helping them stay connected to her.
- The childminder encompasses mathematics into all activities within the setting. She expertly adapts her teaching to suit children of all abilities. Children talk about building 'tall' cranes and going to find a 'big' bear. As they are cutting their fruit, they discuss the number of strawberries they have and who has more. Children explore mixing colours at the light box. They use coloured paddles to see what they can create. The childminder encourages younger children to match the colours to their clothes.
- The childminder teaches children all about being healthy and they assist her in making all meals and snacks. At mealtimes, children get to be the cook. They are becoming highly independent as they do more tasks themselves. They cut vegetables and watch the timer, so they know when the food is ready. Children discuss where fruit grows. They remember and discuss how strawberries change colour as they grow and ripen. This helps children to revisit their learning and fully embed their knowledge of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has outstanding knowledge of how to keep children safe and the signs of symptoms of abuse. She has an excellent understanding of how to report concerns to the relevant agencies and when to do so. She is proactive in keeping her knowledge up to date with current information. The childminder ensures children understand road safety by talking through their walk to school and when they must 'stop, look and listen'. Children are offered wide and varied opportunities to take risks in the garden. The childminder manages these effectively to ensure children understand what they need to do to stay safe.

Setting details

Unique reference number	2521427
Local authority	Central Bedfordshire
Inspection number	10208082
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Stotfold, Hitchin in Hertfordshire. She operates from 7.30am to 6pm Tuesday to Friday all year round apart from bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Smith

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 the evaluations.
- The childminder and the inspector completed a learning walk together and discussed their curriculum and what they want 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.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of suitability of the childminder and 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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