

Childminder report

Inspection date: 3 June 2024

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 childminder works incredibly hard to create a stimulating warm environment that children flourish in. Her exceptional knowledge of their individual interests and personalities ensures all activities and resources support their interests and learning needs. As a result, children remain deeply engrossed in play and make excellent progress from their starting points.

Children form deeply nurturing relationships with the childminder, who ensures they feel safe and secure throughout their time in her care. She offers an abundance of affection, particularly when children feel tired or unsettled. Children demonstrate immense pride in their achievements. They respond well to the praise and encouragement that the childminder offers and demonstrate determination when facing obstacles.

Children's behaviour is exemplary. They are incredibly well mannered and show kindness and consideration towards others. For example, older children help their younger friends complete tricky tasks such as putting on their shoes. Children demonstrate empathy for one another. In group activities, such as playing the piano, children ensure there is room for all their friends to join in so that no one feels left out.

The childminder ensures children's language development is securely embedded in every aspect of her practice. She role models new words and creates wonderful opportunities for children to take part in meaningful discussions. As a result, children demonstrate a varied and extensive vocabulary. For example, very young children confidently identify unusual shapes, such as cones and semi-circles, in their fruit at snack time.

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

- The childminder monitors children's progress exceptionally well. She regularly conducts detailed assessments, which she shares with parents. The childminder encourages parents to engage deeply in children's learning and support their progress at home. For example, children take home individual teaching packs based on their specific learning needs.
- Children take immense pride in celebrating what makes them unique. The childminder creates age-appropriate opportunities for children to explore one another's cultures, customs and characteristics. For example, children of all ages engage deeply in group discussions. They delight at teaching their friends words and phrases in different languages.
- The childminder follows children's interests when supporting their development. She adapts activities incredibly well to meet children's individual needs. For

example, children choose to play a board game with the childminder. Babies and toddlers develop coordination by picking up cards and passing them around, understanding the need to take turns. Older children explore new words and deepen their understanding of healthy eating when discussing the pictures of the various foods on the cards.

- The childminder is highly committed to enhancing the care she provides for children. She skilfully evaluates every aspect of her practice to ensure it continues to meet the changing needs of children and families. She completes a wealth of additional training courses and seeks detailed feedback from parents and children.
- Children demonstrate a deep understanding of their feelings and how these can affect their behaviours. The childminder uses highly effective strategies to support children to identify their emotions. For example, when unsettled, toddlers independently select stones with different expressions to reflect and communicate how they feel. The childminder provides a quiet area where children can relax and reflect on their feelings. If children are nervous or reluctant to talk, the childminder encourages them to use puppets to articulate their emotions.
- The childminder has a deep understanding of how children develop. She sequences their learning exceptionally well, building on what children already know and can do. For example, children are building a model of a castle. They discuss a recent visit to local castle ruins, recalling knowledge they gained. They explore a book they bought while there and refer to it when constructing their castle plans.
- The childminder introduces stories and books seamlessly into every activity. When exploring musical instruments, children mimic the rhythms that the childminder reads about in 'The Animal Bop'. Children discuss the meaning of words such as 'slither' and 'sway' in the story and mimic these movements in their physical play. This encourages children to develop a deep love of reading that supports their early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	259861
Local authority	Bedford
Inspection number	10339188
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 July 2018

Information about this early years setting

The childminder registered in 1994 and lives in Bromham. She operates all year round, from 8.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 childminder.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at a selection of relevant documents.
- The inspector observed the interactions between the childminder and children during activities and observed the quality of teaching.
- The inspector and the childminder completed a joint observation of an activity to assess the impact of the childminder's teaching on children's learning.
- The inspector and the childminder discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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