

Childminder report

Inspection date:

9 November 2023

Overall effectiveness

Outstanding

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 are exceptionally motivated to learn and thrive in the care of this highly skilled childminder. They benefit from a challenging and ambitious curriculum that the childminder meticulously matches to suit the children's individual needs and interests. Children deeply immerse themselves in their play, and the childminder's skilful interactions support and challenge children's thinking skills. She seizes every possible moment as an opportunity for learning, following the children's lead to ensure that they remain motivated and engaged. The childminder has a clear intent behind all activities she offers and as a result, children make rapid progress across all areas of learning. All children benefit from her excellent teaching and high-quality provision.

Children's behaviour is exemplary. They understand the rules and routines of the setting, and this helps them to feel safe and secure. As the tidy-up song is played, children work harmoniously together to tidy the toys away. Children are kind and patient and learn how to be considerate to their friends. The childminder fosters this through a drive to promote children's emotional well-being and kindness. When they knock down other children's blocks, she sensitively supports children to think about how this has made their friends feel. The childminder teaches children the language of emotions and they confidently discuss how they or others feel at different points in the day. These conversations help to develop children's well-being and support their social and emotional interactions.

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

- The childminder gains an in-depth understanding of children's interests and routines from the start. Children's needs are fully met through tailored settling-in sessions to ensure smooth transitions. The childminder knows the children very well. She uses information from observations of children to guide her well-sequenced planning to ensure that children make the best possible progress.
- The childminder is an exceptional role model. She consistently treats children with the upmost respect, and children then demonstrate the same values in their interactions with others. Children are kept fully informed about what is happening during the day. Their ideas and opinions are listened to and valued. The childminder involves children in decision making. Children confidently discuss what length of logs they would like to play with and whether to play with activities inside or outside. As a result, children develop high levels of self-esteem and feel a valued member of the setting.
- Children make rapid progress in their communication and language skills. The childminder creates a language-rich environment. Subsequently, children are exceptionally confident speakers and are developing an impressive vocabulary. The childminder uses snack time to enhance children's language development

and social skills. Children talk to each other about their home life and things they have achieved in the setting. As children describe animals as 'juicy', the childminder encourages them to think of objects that the word 'juicy' would be more suited to. Children's misconceptions are acknowledged and used as a learning tool.

- The childminder reads books to enhance and support children's learning. Children become fully engrossed in well-read stories and join in with known phrases. The childminder picks out less-familiar words in the text and together they discuss what they mean. As a result, children develop good comprehension skills from an early age. As children listen to stories, they notice and comment on the letters they see in the written text. They find letters in the environment and comment on both children's names and objects that begin with that sound. Children create strong links in their learning, making it meaningful and memorable.
- Children experience a wide range of well-targeted learning opportunities outside of the setting. Children visit local farms, zoos and a bird heritage where they learn about animals and life cycles. While out and about, children learn about how to stay safe. They comment, 'We must hold the buggy when we cross the road', then recall the rules for 'stop, look and listen'.
- The childminder scrutinises her practice and continually considers the impact it has on children's learning and well-being. She is committed to her own professional development and implements new training quickly into her provision.
- Partnership working with parents is exceptional. The childminder plans an annual barbeque where parents can meet up, as well as regular parents' evenings to discuss children's progress. Parents comment that the provision at the setting 'complements what is happening at home'. They feel that the communication between home and the childminder goes 'above and beyond' what is expected and describe their children's progress as phenomenal.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her roles and responsibilities for keeping children safe. She is extremely knowledgeable in recognising the signs and symptoms of abuse. Secure safeguarding procedures are in place, and the childminder understands her duty of care should she suspect a child is at risk of harm. The childminder teaches children about keeping safe and helps them to manage risks as they play. Within the setting, children learn about how the decking becomes slippery when wet and discuss what might happen should they slip on the wood. Children learn about respecting themselves and others and how this helps them to keep safe in the wider world.

Setting details

Unique reference number	2644430
Local authority	Central Bedfordshire
Inspection number	10301039
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 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2021 and lives in Fairfield Park, Hitchin. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carly Parkinson

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 childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Discussions were held with the childminder and the children at appropriate times throughout the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views through written comments.

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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