

Childminder report

Inspection date:

28 February 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children benefit greatly from attending this setting. They are exceptionally well supported by the childminder, who meets children's needs with great sensitivity, warmth and encouragement. Children's personal, social and emotional development is a priority. The childminder builds close bonds with the children from the outset and inspires positive relationships between peers. For example, children offer to read books to their friends when recognising they feel tired. Older children invite younger children into their play as they explore dens and tents. When children need extra reassurance, the childminder swiftly attends to their needs and this helps them to feel safe and valued. Relationships between the childminder and children are sensitive, stimulating and responsive. Children thrive in her care.

The childminder expertly adapts her teaching practice to suit the children's age, stage of development and interests. Children deeply immerse themselves in their play because of the childminder's ability to ignite and inspire their enthusiasm to learn. She provides a range of interesting and engaging activities that develop children's skills across the different areas of learning. For example, children become excited as they play turn-taking games. Older children develop their problem-solving skills as the childminder challenges them to share the equipment 'fairly'. They readily use mathematical language, such as 'more and less', when comparing how many swords they each have. Younger children learn how to take turns and are supported in using their motor skills to push the swords into small holes. All children rapidly gain confidence and the skills they need for the next stage of their education.

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

- The childminder provides a curriculum rich in learning opportunities, with a focus on developing children's skills through real-life experiences. She plans activities both inside and outside the setting, that build on what children already know and can do. Children benefit from visits to farms, museums and local toddler groups, as well as learning how to care for animals with trips to see the family horse. The childminder invites families into the setting to talk about their own religious celebrations, customs and jobs. Children develop an excellent understanding of the world in which they live, have opportunities to build wider social circles and continually learn about their local community.
- Through regular assessments of children's play and discussions with parents, the childminder sets out clear and age-appropriate next steps in learning. She takes full account of the different ways that children learn and considers the best ways to maximise learning opportunities for each child. For example, the childminder plans activities for children to learn about colour. For those children who find sitting for longer periods of time challenging, she provides different coloured

scarves for them to explore during a music and movement session.

- The quality of teaching is excellent. The childminder provides a culture of reading stories and singing songs at her home. Children deepen their knowledge and understanding of the world through carefully selected texts. They discuss different animals and where they come from as they listen to the childminder enthusiastically read. Younger children name different parts of the lion such as the 'mane'. As children sit down to read books both alone and in small groups, the childminder expertly builds on their language and communication skills, through skilled questioning and meaningful discussions. When talking about the family horse, children tell visitors about the 'bridle', 'bit' and 'saddle', and what these are used for. Children become highly confident in using language.
- The childminder actively promotes children's independence. She supports them to develop their self-help skills from a young age. For example, when all children enter the setting, they are encouraged, and given time, to take off their own coat and shoes. Before mealtimes, children discuss why they need to wash and dry their hand before attempting to do so independently. During snack time, children practise skills such as peeling and cutting fruit. This develops children's independence and prepares them well for their next stage of learning, such as school.
- Partnerships with parents are very strong. Parents report that the childminder's professionalism is outstanding. They comment how she always puts the children's needs at the heart of all she does. The childminder works closely with families to ensure the dietary and medical needs of children are fully supported. Parents describe the childminder as fully 'attentive and accommodating' of their children's needs. They state that their children have 'come on leaps and bounds' since attending the setting and highly value the regular updates provided about their children's learning and development.

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	EY253481
Local authority	Bedford
Inspection number	10316818
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 May 2018

Information about this early years setting

The childminder registered in 2003 and lives in Elstow. She operates all year round from 7.30am to 6pm Monday to Friday, except for bank holidays and family holidays. She also provides occasional overnight care. The childminder holds an appropriate 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 their early years provision including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector took account of the views of parents.

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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