

Childminder report

Inspection date: 5 February 2020

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 are exceptionally confident, happy and secure. The childminder builds a comprehensive knowledge of each child. She makes excellent use of this information to offer children exciting play opportunities and precise support. The childminder's excellent support to her assistants means that they share her commitment to offering children the very best care. Children thrive in this highly nurturing environment and swiftly develop the positive approaches and skills they need in order to learn and succeed.

Children play harmoniously and learn from one another. For example, younger children note older children completing complex puzzles and are inspired to set out their own puzzles next to them. They concentrate on these and eagerly accept the kind offer of help from the older children. The highly sensitive support from the childminder and her assistants supports this cooperative play. It enables children to understand the needs of others and to recognise the importance of allowing others the space and time to concentrate without interruptions. Children demonstrate an exceptionally mature understanding of right and wrong. The excellent use of daily routines means that they readily help with tasks such as tidying up. Even very young children carefully check the toys and make sure they put these in the right place.

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

- The childminder demonstrates an unwavering commitment to the continuous development of her childminding. She makes excellent use of her qualification and completes extensive training. The childminder offers her assistants highly effective supervision. She fully recognises their training needs and competently assists them in developing their teaching skills even further.
- Children enjoy numerous activities that successfully support their development and challenge them to solve problems. For instance, younger children enjoy finding toy bears in oats. They eagerly name the features and pretend to growl like bears. Older children correctly name the numbers on each bear. They try to build castles with the oats and wonder why these are not successful. They ably relate this to their previous learning with sand and deduce that the oats must be too dry.
- The childminder maintains highly effective partnerships with parents and other childcare settings. She offers parents excellent support to help them understand the activities and then to build on these at home. Parents think very highly of the childminder and state that their children make excellent progress and regularly demonstrate their new knowledge and skills.
- The childminder's assistant demonstrates the same high-quality teaching skills as the childminder. She intuitively adapts activities so that all children are

challenged. For example, during story time, younger children extend their vocabulary as they eagerly join in with repeated refrains. Older children relish the challenge of predicting outcomes. They discuss the porridge in the story and talk competently about hot being the opposite of cold.

- Children show a wonderful enjoyment of reading. They gain an excellent knowledge of different types of books and know the difference between fairy tales, nursery rhymes and reference books. They learn a vast range of new vocabulary, such as 'exhausted' and 'bolder', as they read.
- The childminder and her assistant instinctively make excellent use of all daily opportunities to promote children's learning. When young children notice an alphabet poster, the assistant helps them sing an alphabet song. They enjoy this and go on to sing the song using just the letter sounds.
- Children gain a very mature, sensitive understanding of feelings. For instance, they read a favourite story and talk ably about how the bears felt when they realised someone had eaten their food and broken their furniture.
- Children develop an excellent, and very practical, understanding of safety. They competently assess risks, such as deciding how high they can climb on a tree and how they can get back down safely.
- Children receive exceptional support to understand differences. They look at a globe and knowledgeably discuss the different countries, climates and habitats. They print their own illustrations of maps and world landmarks onto material. These are then made into cushions and the children enjoy referring to them as they play each day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of safeguarding. She regularly refreshes her training and ensures that her assistants maintain the same excellent knowledge. The childminder competently explains how to identify and report any concerns about children's welfare. She has a highly practical understanding of the risks posed to children by exposure to extreme views and practices. Rigorous checks ensure that assistants are suitable to work with children. The childminder makes sure that children are protected from risks posed by use of the internet. She talks sensitively with children and helps them understand how to keep themselves safe when using information and communication technology.

Setting details

Unique reference number	EY332879
Local authority	Central Bedfordshire
Inspection number	10137443
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	12
Number of children on roll	14
Date of previous inspection	25 November 2014

Information about this early years setting

The childminder registered in 2006 and lives in Biggleswade. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder holds an appropriate qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She carried out a tour of the home with the childminder to discuss and understand how the early years provision is organised.
- The inspector talked with children, the childminder and her assistant at appropriate times throughout the inspection. She reviewed an activity with the childminder.
- The inspector looked at evidence of the suitability of household members and assistants. She discussed the childminder's self-evaluation and viewed a range of other documentation, including the safeguarding procedures.
- Written feedback from parents was looked at and the inspector took account of these views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020