

# Childminder report

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Inspection date:

16 May 2023

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| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Good               |

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children delight in spending time with this nurturing, exciting childminder, thriving in his care. The childminder's highly positive, enthusiastic attitude shines through in every area of his work. Children reflect this and constantly challenge themselves in their play. For instance, children explain the 'monsters' they have drawn and then decide to add teeth, concentrating intensely as they draw intricate jagged shapes. Children have high self-esteem and know that their contributions and views are truly valued by the childminder. This supports them in believing in their own abilities and being confident learners.

Children's behaviour is excellent. They demonstrate a mature sensitivity to the needs of other children and an excellent understanding of safety. For example, older children take care that their brick tower does not fall on younger children. They show the genuine affection they feel for their friends, for example, as they look at a photograph album. Ongoing discussions and activities successfully support children in gaining an excellent understanding of healthy practices. They talk confidently about foods that are good for them and how these affect their teeth. The childminder is sensitive to the possible effects of the COVID-19 lockdowns. He offers children further support to aid their interactions and social skills.

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

- The childminder is dedicated to offering children the very best learning experiences. His dedication is evident in all that he does. For example, he completes further training and research, putting any new knowledge into use and sharing this with other childminders. He diligently reviews his work and is constantly developing his practice so that he can offer children the highest level of care and support.
- The childminder has an excellent understanding of each child. He knows precisely what they have learnt and what they need to learn next. He intuitively introduces daily opportunities that successfully support children in taking the next steps in their learning and in making exceptional progress. The childminder's excellent monitoring of children's development ensures that no child falls behind in their learning.
- The childminder supports children to feel included and part of their community. Young children frequently refer to 'teamwork' and invite others to join them. They participate in local events, such as a scarecrow festival. These daily opportunities initiate discussions and enable children to appreciate differences.
- The childminder makes excellent decisions to ensure that children are safe while also allowing them the freedom to explore and to develop and practise new skills. For example, young children experiment and learn to climb safely on and off toys and negotiate low steps in the garden. They later go to the park, where

they use these skills as they attempt to climb steeper steps. By the time they leave the park, they can competently climb steps and use the slide. They delight in these achievements and beam with pride.

- Children have numerous opportunities to develop their physical skills. They enjoy music time, where they stretch up high and down low, shake their hips and move from left to right. They are totally immersed in this and giggle with delight as they complete the actions.
- The childminder skilfully shares his love of music, for example, using this to support children's language and communication. Children of all ages delight in singing and they develop excellent language skills. Older children confidently use complex sentences to explain their thoughts. For example, they say, 'Octagons have eight sides, let's have a think what a nine-sided shape is called.'
- Children of all ages develop a great love of books. Younger children choose books and carefully turn the pages. They giggle and babble as the childminder reads to them. Older children sit in a cosy tent, taking turns to read to one another.
- Parents speak highly of the childminder and appreciate the support he offers their children, particularly with settling in. Older children who have been with the childminder for many years describe him as 'awesome' and 'the best childminder ever'. The childminder offers precisely tailored support to parents to aid them in building on their children's learning. For example, he lends resources that link directly to children's next steps.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough, very practical understanding of safeguarding, and he prioritises children's welfare. He refreshes his knowledge, for example, through completing frequent training and doing his own reading. He uses what he has learned to consider the impact on children of any possible issues, such as county lines and reported local crimes. He talks sensitively with older children, helping them to understand possible dangers and what they can do to keep safe. The childminder is fully aware of signs that could indicate concerns in a child's life. He knows how to report these to the correct agency without delay.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY460300                                                                          |
| <b>Local authority</b>                             | Central Bedfordshire                                                              |
| <b>Inspection number</b>                           | 10286087                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 12                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 12                                                                                |
| <b>Date of previous inspection</b>                 | 31 October 2017                                                                   |

## Information about this early years setting

The childminder registered in 2013 and lives in Shefford. He operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kelly Eyre

### 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 provision.
- The inspector observed activities, inside and outside, including on a walk to the park, and assessed the impact these have on children's learning. The childminder and the inspector discussed the childminder's intentions for children's learning.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including proof of the suitability of household members.
- The inspector talked with children during the inspection. She viewed written feedback from parents, children and other local childminders and took account of their 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.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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