

Childminder report

Inspection date: 3 February 2022

Overall effectiveness	Outstanding
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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 flourish and are highly motivated to learn. They are able to independently access a wide range of high-quality resources and activities. The childminder puts lots of thought into the planning and preparation of the exceptional indoor and outdoor environments, giving careful consideration to the interests of the children. Children build warm and trusting relationships with the caring, responsive childminder. All children are made to feel special, welcome and included. Children's excitedly talk about their family photos and pictures of loved pets, which are displayed on the 'we are all one big family' tree. This actively supports children's sense of belonging and supports them to value differences.

Young children demonstrate high levels of confidence, independence and self-reliance as the childminder shows them how to manage tasks for themselves. For example, young children learn to dress in their outdoor clothing and cut up their own fruit for their snack. Babies, guided by the nurturing childminder, curiously explore their surroundings and thoroughly enjoy a wide range of sensory play opportunities. They enthusiastically bang wooden eggs together, smiling with delight at their achievement while making babbling sounds to express their enjoyment. Older children become totally engrossed as they learn to pour rice into the plastic pipes. They develop their hand-to-eye coordination skills, concentrate extremely well and persist until they are successful. Children are highly praised for their achievements.

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

- The experienced childminder is professional, dedicated and passionate about the care and learning opportunities provided for the children in her care. She consistently accesses relevant training opportunities to enhance her already expert knowledge and skills. For example, the childminder completed a 'Dealing with trauma and bereavement' course, to support children's emotional well-being as a result of the pandemic.
- The childminder knows the children exceptionally well and ensures their individual needs and interests are prioritised. She skilfully structures and sequences her high-quality curriculum and adapts her teaching accordingly. The childminder demonstrates how to do things and challenges children to think and solve problems for themselves. She also knows when to stand back and enable the children to explore and develop their own play and ideas.
- Partnerships with parents are particularly strong. There is an excellent two-way flow of information. The childminder remained in contact with parents during the COVID-19 restrictions, providing learning packs to support children's ongoing learning at home. She also recorded and made videos of stories and rhymes for the children to share with their parents. Additionally, the childminder actively

shares tips and advice on subjects, such as potty training and the management of children's behaviour. Parents are extremely positive in their praise of the childminder and the significant progress their children make.

- The childminder significantly values opportunities for the children to learn and thrive in the outdoor environment. Children participate in many hands-on experiences and forest school activities. They make bird feeders, clay masks and writing implements out of sticks and feathers. Children search for minibeads and learn to differentiate between their features. They grow and nurture produce in the childminder's garden and thoroughly enjoy visits to the farm. Children learn to take risks and develop their confidence, strength and physical skills as they access large play equipment during regular visits to the local park.
- The childminder is highly focused on developing children's communication and language skills. She attentively responds to babies' gestures and sounds, which successfully encourages them to copy. The childminder engages in a constant dialogue with the children. She naturally introduces new vocabulary as the children play. Children thoroughly enjoy singing songs and rhymes, and listening to the childminder read a story.
- Young children are learning to manage their own behaviours exceptionally well. They understand the importance of sharing, taking their turn and being kind and caring to their peers. For example, without being prompted by the childminder, young children eagerly collect toy cars to enable the babies to join their play. Additionally, as the children look at themselves in the mirror, the childminder seizes the opportunity to talk to them about how they are feeling, if they are feeling, sad, silly or happy.
- The childminder provides children with rich and varied opportunities to broaden their knowledge of the local community and to appreciate and respect the diversity of others. Children create dragon heads, dance to Chinese music and sample a selection of Chinese food in celebration of the Chinese New Year.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places high priority on the safety and well-being of the children in her care. She demonstrates a broad safeguarding knowledge and is able to confidently identify signs of possible abuse and neglect, including online dangers and extremism. The childminder fully understands the importance of swiftly making a referral if she has concerns about a child in her care. She completes daily risk assessments of all areas of her home and continually reviews her extensive range of policies and procedures to ensure they support her to keep children safe.

Setting details

Unique reference number	EY478748
Local authority	Bedford
Inspection number	10137499
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	0 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 November 2015

Information about this early years setting

The childminder registered in 2014 and lives in Kempton, Bedford. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Austen

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 setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed children taking part in activities with the childminder and assessed the impact on children's learning.
- The childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of those living on the premises.
- The inspector took account of the views of parents from written feedback provided at the inspection.

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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