

Childminder report

Inspection date: 18 February 2020

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| Overall effectiveness | Good |
| The quality of education | Outstanding |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Outstanding |

What is it like to attend this early years setting?

The provision is good

Children have close, secure relationships with the childminder and show that they feel settled, happy and safe. They eagerly include the childminder in their play and naturally go to her for comfort whenever needed. The childminder has high expectations for each child's learning. She meticulously reviews their progress and fully understands their current interests and the next steps they need to take in order to make excellent progress. She uses this information exceptionally well and children participate in a wealth of exciting activities that successfully support them in building their knowledge and skills.

Children mirror the childminder's positive, enquiring attitude. They confidently try new experiences and participate wholeheartedly in activities. For example, they take photographs of their homes and competently use these as a base to draw their own illustrations. They notice the different shapes on the houses and eagerly name, sort and count these. These positive daily experiences help to ensure that children are very well prepared for school. Children gain a good appreciation of how their actions affect others and they learn to manage their behaviour. The childminder talks with them about different emotions and they develop a sensitive understanding of these, both in themselves and others.

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

- The childminder understands children's experiences and builds on these to offer them exciting opportunities that aid their ability to learn. Children enjoy many outdoor activities that strengthen their knowledge. For example, they extend their interest in bridges as they visit a ford, footbridges and river bridges. They work out that people, boats and cars can travel under or over bridges.
- The childminder talks with children about their interests and skilfully enables them to develop associated activities. For instance, young children who are interested in tractors decide to paint these. They note that tractors have bigger wheels at the back. They focus intently as they paint, concentrating as they illustrate the larger wheels.
- Children develop exceptional skills in considering problems. For example, when there is no orange paint, young children work out that mixing yellow and red will achieve this colour. They are inspired to continue experimenting and go on to discover that they can lighten or darken the colours by adding black or white paints.
- Children enjoy many opportunities to make marks and write. For instance, they run toy tractors through soil and use a light pen to 'draw' lines. They use tools, such as screwdrivers, that aid the development of their hand muscles.
- Children gain a wonderful enjoyment of books. They are captivated as the childminder skilfully uses props to illustrate stories. They eagerly predict endings

and retell the story. The childminder uses story time exceptionally well as a way to support children's language development. She repeats new words, such as 'enormous', and makes sure children understand the meaning of them.

- The childminder supports children effectively in learning to keep themselves safe and healthy. They learn to assess risks. For example, when building a tall tower, they talk about safe use of the stool they are standing on.
- Children have appropriate opportunities that support them in learning about other countries and appreciating differences. For instance, they talk about holidays and look at postcards. They discuss the different countries, often looking these up on maps.
- Parents hold the childminder in high esteem. They report that they appreciate her very good communication. The childminder supports parents well in extending their children's learning. For example, she lends resources, such as story sacks.
- The childminder demonstrates a positive attitude and is committed to further developing her knowledge. She sets high standards for her practice and prepares children exceptionally well for school. She uses her qualification effectively to inform her work. However, she does not consistently make the best use of supervision and training opportunities for her assistant in order to fully enhance his practice.
- The childminder does not work as effectively as possible with other settings that children attend in order to further aid children's smooth transitions to these settings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge of safeguarding. She regularly refreshes her training and shares her knowledge with her assistant so that he too understands how to identify and report any concerns about children's welfare. The childminder fully understands the risks to children of exposure to extreme views or practices. She appreciates the possible dangers when using the internet and takes effective action to protect children. The childminder helps children understand how to keep themselves safe when using the internet.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build on the use of supervision and professional development opportunities for the assistant to continuously raise the quality of their practice
- enhance the opportunities to work more effectively in partnership with other childcare providers that children attend, particularly to aid children's transitions to new settings.

Setting details

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| Unique reference number | EY455181 |
| Local authority | Central Bedfordshire |
| Inspection number | 10137445 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 3 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 10 July 2013 |

Information about this early years setting

The childminder registered in 2012 and lives in Potton. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant on an occasional basis.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 the childminder about how she supervises her assistant.
- The inspector talked with children and the childminder 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 the assistant. 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.

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