

Childminder report

Inspection date:

14 March 2022

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 thrive in the childminder's nurturing care. They are happy, relaxed and at ease. Children show high levels of confidence and independence, as they lead their own play. They have an abundance of energy and a wonderful passion for learning. Children concentrate for very long periods, becoming fully engrossed and excited as they investigate the high-quality learning experiences available to them. Young children are constantly busy, they negotiate space and obstacles extremely well. For example, they work their way around obstacle courses, pushing dolls in buggies. Even very young children move with astonishing skill and purpose.

The childminder has complete confidence that all children can develop high levels of independence. From a young age, children very clearly have a can-do attitude to learning and self-care skills. They demonstrate exceptional independence and confidently make decisions on all matters that affect them. When children wet their sleeves playing with water, the childminder asks them what they want to do about their clothes. Children make the decision to change and re-appear in dry clothes, explaining how they have dealt with the clothes they have taken off. They show immense pride in their abilities and achievements. Children have impeccable behaviour, happily share resources and build early friendships.

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

- The childminder undertakes extensive research on a wide range of teaching models and educational approaches. She uses her research findings and expert knowledge to plan an exceptional, unique curriculum. The childminder has an in-depth understanding of every child's individual learning needs and interests and knows how to precisely support them to make excellent progress.
- Children have uninterrupted time to play and learn. They use tactile resources and real-life objects that help them to investigate and explore. The childminder skilfully listens, observes and intervenes in children's play. For example, she explains to them how solar power works, when they show an interest in water fountains. Children show how they quickly grasp this concept and retain information, as they later explain the workings of the fountains to visitors.
- Partnerships with parents are highly successful. Parents are extremely positive in their praise of the childminder and say they are 'astonished' at the significant progress their children make. Parents, who continued working as key workers through the COVID-19 pandemic, say the childminder's home became a safe and consistent refuge for children through this difficult time.
- Feedback from children who attend before and after school shows the immense impact the long-term care of the childminder has had on their learning and well-being. They say her home is a magical place where they always have someone to talk to. Children happily recall their early experiences with the childminder

and acknowledge how the skills they learned are very useful to them now.

- The childminder places significant value on opportunities for the children to learn and thrive outdoors. Children learn to take risks and develop their confidence and physical skills as they access large play equipment in the garden. They confidently explain why they hold their arms out as they skilfully move across an obstacle course, saying it helps them to balance.
- The childminder places a high focus on children developing the foundation skills they need for reading and writing at school. Children thoroughly enjoy looking at books. They listen very attentively as the childminder reads to them and ask questions to further extend their knowledge. Young children display excellent skills when holding and using pencils to make marks. Older children are developing an exceptional understanding of how to write letters and say the sounds in their names.
- The childminder has first-class systems for reflecting on and improving her practice. She accesses extensive online information and training and undertakes research to further extend her already impressive knowledge and skills. The childminder's extensive training log demonstrates how she precisely targets her training to children's needs. She talks about how training looking at children's communication and language development has had an impact on her practice. For example, she has re-evaluated her expectations of what sounds and pronunciations children should achieve through different development stages.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children safe. She has a comprehensive, up-to-date knowledge of safeguarding matters and indicators of abuse. The childminder knows exactly what to do to take swift action if she has any concerns about children's welfare. Regular training and very effective reflection ensure that her knowledge is current. The childminder has comprehensive policies and procedures that she uses to meticulously support her excellent practice. She carefully balances her time between closely supervising children to minimise accidents and encouraging children to take appropriate risks and challenges as they play, further promoting their welfare.

Setting details

Unique reference number	EY218778
Local authority	Central Bedfordshire
Inspection number	10137520
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	25 November 2015

Information about this early years setting

The childminder registered in 2002 and lives in Pottton. She operates all year round from 7am to 6pm, Monday to Thursday and 7am to 9am on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jill Hardaker

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 her and has taken that into account in her evaluation of the childminder.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder joining in with activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members, and safeguarding and complaints policies and procedures.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

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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