

Childminder report

Inspection date: 3 March 2020

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 show a strong sense of belonging and are exceptionally confident and secure. They reflect the childminder's positive approach and are curious and highly motivated. The childminder builds a comprehensive understanding of each child and offers them expertly tailored support and innovative activities. Children quickly develop the knowledge and skills they need to learn and succeed. Children use their excellent language skills to explain their play and share their thoughts. For example, children who are engaged in role play discuss what they are cooking. They transfer their play to smaller toy kitchen models and continue to develop the scenario. They adeptly move back to large-scale toys, fetching bags, telephones and toy money to extend their play.

Children demonstrate a sensitive understanding of the effects their actions have on others. They manage their behaviour extremely well. For instance, young children competently work out how to take fair turns when they want to use the same toy. Children gain a very practical understanding of what to expect when they start school. For instance, they refer to books they have made. These contain photographs of children's visits to school and they talk with the childminder about their new teachers and the school environment.

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

- The experienced childminder maintains exceptional standards and makes excellent use of her qualification and training opportunities. She meticulously evaluates her work, frequently seeking feedback from children, parents and other professionals. Children use pictures to express their enjoyment of their time with the childminder. Other professionals report that the childminder readily shares her knowledge, and state that she is an inspiration to them.
- The childminder skilfully assesses children and offers them experiences that enable them to build on their skills. For example, children use numerous community facilities. They regularly visit a home for people who have dementia, where they sing and talk with residents. These highly practical experiences support children in developing excellent social skills. They demonstrate a sensitive appreciation of differences and show genuine compassion.
- Children participate in numerous activities that successfully support them in making marks and learning to write. For instance, they make their own books. They choose pens, paints and craft resources to illustrate them. Older children use their excellent writing skills as they write sentences to explain their illustrations.
- The childminder skilfully captures children's attention and ignites their enthusiasm as they read. For example, children become immersed in a story as they creatively use props and actions to help tell it. The childminder expertly

reinforces their practical understanding as they talk about the book title, author and illustrator.

- The childminder intuitively plans play opportunities that successfully support children in extending their knowledge. For instance, children confidently explore soil, artificial snow and water. They are delighted when they discover they can influence the consistency of each by adding varying quantities to their mixtures. When they run out of water, children draw on their knowledge of a previous activity and work out that they can add pretend snow and it will melt.
- The childminder instinctively supports children in extending their play. For instance, children build on their vocabulary as they describe the sounds a magic wand might make. They play musical instruments and describe the different sounds. The childminder ensures children understand any new words and they readily include these in their discussions. For example, they talk about 'chirping' like a bird.
- Clear, ongoing explanations successfully support children in building an excellent understanding of how to keep themselves safe and healthy. For example, children who are playing with water quickly note the hazard this causes when spilt on the floor. They help clean it up before continuing their play.
- The childminder maintains highly effective partnerships with parents and other childcare settings. She offers parents excellent support in extending their children's learning. For example, she provides detailed information about activities and lends resources that enable parents to build on these. Parents think exceptionally highly of the childminder. They report that they recognise the excellent progress their children are making.

Safeguarding

The arrangements for safeguarding are effective.

The childminder conscientiously considers the welfare of every child in her care. She frequently refreshes her training and maintains an excellent knowledge of safeguarding. She demonstrates a comprehensive understanding of the procedures for identifying and reporting any concerns about children's welfare. The childminder has an excellent appreciation of the risks posed to children by extreme practices and beliefs. She is highly effective in protecting children from any dangers associated with the use of the internet. She helps children understand how to keep themselves safe online and provides information to parents to support their knowledge of this area.

Setting details

Unique reference number	219565
Local authority	Central Bedfordshire
Inspection number	10137517
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 October 2015

Information about this early years setting

The childminder registered in 1992 and lives in Clifton. She operates all year round from 6am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. 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 had a tour of the home with the childminder to discuss and understand how the early years provision is organised.
- 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. 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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