

Childminder Report

Inspection date

9 October 2015

Previous inspection date

13 February 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is outstanding. The childminder has a superb understanding of how children learn and develop. She precisely manages the balance between supporting and extending play and allowing children to develop their own ideas to promote learning. Children enjoy a fantastic range of activities that fully engage and support them in making excellent progress.
- Children develop a superb understanding of the world and the wider community. They visit a wealth of groups with the childminder, in addition to participating in local events. For example, they regularly enjoy visiting the local residential home for young adults with disabilities and special educational needs, and participate in the Christmas tree festival at the local church.
- The inspirational childminder is influential within the childminding community. She works extremely closely with the local children's centre as a member of the advisory board. Furthermore, she set up and helps to run the local childminding network group. She shares her wealth of expertise with other childminders, helping them to raise the quality of their practice.
- Partnerships with parents are very strong. The childminder fully values parents' role in their children's learning and development. She ensures they are regularly consulted and always kept fully informed about their children's ongoing progress and ideas to help their progression at home. Parents describe the childminder as a professional who consistently goes above and beyond what they expect.
- The childminder forms superb, warm and caring bonds with children. Children are very happy and demonstrate that they feel exceptionally secure in her care. For example, babies smile with delight as they wake from their sleep and acknowledge the childminder's face. All children thrive in the childminder's care and show high levels of self-confidence and motivation in activities.

What the setting needs to do to improve further

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

- expand the excellent opportunities for all children to share information and ideas about themselves and their achievements to gain an even greater understanding of themselves.

Inspection activities

- The inspector observed the quality of teaching during indoor activities, and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times.
- The inspector observed a planned activity and jointly discussed this with the childminder.
- The inspector looked at children's assessment records, a selection of policies, safety procedures and required documentation.
- The inspector looked at evidence of the suitability of the childminder and adults who live at, or regularly visit, the premises over 16 years of age.
- The inspector took account of the written views of parents, other childminders and the assistant headteacher of the local primary school.
- The inspector reviewed the childminder's self-evaluation form online prior to the inspection.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is outstanding

The qualified and experienced childminder has an excellent understanding of her responsibility to meet and implement the requirements of the Early Years Foundation Stage and other government requirements. The arrangements for safeguarding children are highly effective. The childminder has attended advanced safeguarding training. She has a robust knowledge of the action to take should she have any concerns about children's welfare. Partnerships with other settings that children attend are embedded in the childminder's practice. She pro-actively shares her assessments and expert knowledge of children's learning with them. The childminder is relentless in her pursuit of excellence and uses self-evaluation as a powerful tool for improvement. She very efficiently implements and meticulously reviews the educational programmes she provides.

Quality of teaching, learning and assessment is outstanding

The childminder identifies children's next steps in their learning through her pertinent observations and rigorous assessments. Children make superb progress in their language development. The childminder consistently responds to babies babbles, helping them to learn the pattern of speech. She asks older children probing questions that require their response. They use complex sentences to talk about previous experiences and clearly express their thoughts and feelings. The childminder intuitively embraces children's inquisitive nature about technology. She helps them to understand how to operate and explore light using a wide range of torches. Children develop high levels of mathematical skills for their age. They use excellent mathematical language across a wide range of activities. Babies have immense fun using their whole bodies to explore the texture of paint and natural objects. Older children use their fantastic imaginations as they pretend to visit the seaside.

Personal development, behaviour and welfare are outstanding

The childminder is an excellent role model. Therefore, children behave exceptionally well, creating a vibrant and happy atmosphere for all. Children use superb manners and engage in social interactions with ease. The childminder gives all children lots of praise and reassurance, which motivates them to have a go at challenging tasks. She continues to introduce innovative ideas that provide children with excellent opportunities to establish an even greater understanding of themselves. Children share books about themselves. The childminder plans to expand the use of these for all children. Close working partnerships with parents support children to have a positive attitude to eating. Children's work is beautifully presented in the highly stimulating indoor and outdoor areas. This helps them to feel very much part of the childminder's family. Children have superb opportunities to take part in physical exercise in the fresh air.

Outcomes for children are outstanding

All children make very high levels of progress in their learning in readiness for school. They have excellent independent skills for their age and are very well prepared for their move on to school. The childminder ensures that children continue to flourish by including more advanced literacy activities that help them to link letters to sounds.

Setting details

Unique reference number	219565
Local authority	Central Bedfordshire
Inspection number	854521
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 13
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	13 February 2009
Telephone number	

The childminder was registered in 1992 and lives in the village of Clifton in Shefford. She operates all year round from 6am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

