

Childminder report

Inspection date:

17 November 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 have an outstanding start to their education with the childminder and her co-childminders. They create a home-from-home environment, which allows children to feel safe and secure. Children create amazing relationships with the childminder and her co-childminders; they are exceptionally happy and motivated to learn. Children thrive in the amazing environment which allows them to make independent choices about their learning. For example, children choose to make large models with blocks. They each choose different colours to create their model. They talk with the childminder about what they have created, and how they can make their models bigger.

Children's behaviour is exemplary. They benefit from the excellent standard of teaching and consistency. For example, children understand the need to tidy up when they have finished playing with toys, and before they get anything else out. They work together to clean the environment and remind each other of the rules in place.

Children develop superb independence. They take off their own shoes and coats when they arrive in the setting, knowing to hang their wet coats up so they can dry. Throughout the day children take themselves to the bathroom independently. They know to wash their hands each time, to clean away the germs.

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

- The childminder creates an exceptionally strong curriculum. She observes and assesses children's development, using their interests to create learning opportunities for them. As a result of the carefully crafted activities, children persevere and make outstanding progress in their learning.
- Children's learning is successfully sequenced. They particularly enjoy a cutting activity at the toddler group they attend. The childminder builds on this interest when she replicates the activity in her setting to extend children's learning further. Children are excited to complete the challenging activity and are proud of their achievements. Children know they can take sheets home to practise their skills even further.
- All children learn about the world around them. The childminder provides children with exceptional learning experiences outside of the home environment. They regularly visit the local zoo and farm. On each visit they explore different areas and learn something new. Children thrive on the routine of these visits and look forward to finding out what they are going to be doing each day.
- Children who speak English as an additional language thrive in the setting. The childminder provides a language-rich environment, where children are exposed to a wide range of vocabulary. Children use pointing and picture cards to

support their English language development. The childminder introduces new words and encourages children to repeat them back. The childminder builds on children's interest in songs and action rhymes to support language development. These songs are shared with parents to continue at home. Parents of children who speak English as an additional language comment on the rapid improvement they see in their children's language development in a short period of time.

- The childminder works extremely well in partnership with other provisions which children attend. She shares information about children's learning and development regularly with parents and other professionals. The childminder encourages teachers to visit the childminding setting to make transitions to school seamless. This ensures the unique qualities of each child are shared.
- Parent partnerships are exceptionally strong. Parents praise the childminder highly. They comment that their children make exceptionally good progress. Parents praise the activity packs and story sessions that she made available online during the COVID-19 pandemic.
- The childminder has embedded a culture of reflection in her practice. She talks about her intention to always offer the most outstanding care and education possible. She is dedicated to expanding her knowledge. The childminder and her co-childminders complete training together regularly. They share ideas of how to embed what they have learned into their practice. The childminder is highly skilled, and all children benefit from the excellent teaching she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides all children with an extremely safe environment where they can play and learn. The childminder's knowledge of safeguarding is exceptional, and this is due to the considerable amount of training she has completed. She is very aware of the recording and reporting processes required should she have a concern about a child. The childminder has excellent knowledge of the possible signs that could indicate a child may be at risk of harm. The childminder is aware of her responsibility to ensure everyone in her household is safe to work with children. A robust safeguarding policy underpins her excellent practice.

Setting details

Unique reference number	219766
Local authority	Central Bedfordshire
Inspection number	10234352
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 6
Total number of places	6
Number of children on roll	13
Date of previous inspection	17 January 2017

Information about this early years setting

The childminder registered in 1997 and lives in Dunstable. She works alongside two other registered childminders. The childminder operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. She holds a recognised qualification at level 3. She provides funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector
Lisa Smith

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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how she organises her early years provision including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- The childminder discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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