

Childminder report

Inspection date: 8 October 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the dedicated childminder's care. They are motivated to learn and discover through a variety of purposeful and memorable experiences. For example, children show an interest in animals. They talk about their own pets and those owned by the childminder, before visiting a pet shop. Children collect leaflets about favourite animals, such as cats, which they look at while they recall their visit to the shop. Children pretend to be vets and think about how they should care for animals. This contributes to children's developing awareness and knowledge of how to look after living creatures. Children develop exceptionally positive attitudes towards others and are keen to learn.

Children happily join in games and activities with the childminder. They jump on numbers on a mat, matching the correct figure to the number the childminder asks them to find. The childminder gives children time to think and work out what they need to do for themselves. Children enthusiastically practise their large movements through jumping and stepping while consolidating what they are currently learning in an enjoyable way.

Children embrace the childminder's varied and well-planned curriculum. Young children quickly learn how and why they share and take turns through the games, activities and simple rules embedded in their days. Children play matching games with the childminder. They remain calm when they are unable to place a domino down, contributing to their growing emotional resilience. The childminder gives explanations as to why the consistent rules are in place, contributing to the excellent behaviour children display. As a result, children play and learn in a harmonious and supportive environment.

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

- Children are immersed in a language-rich environment. They join in familiar stories using props, waiting in anticipation to see what is contained in the story sack. The childminder introduces exciting words, such as 'enormous'. Children quickly try out new words, helping to support their rapidly growing vocabulary.
- Children foster a love for books. The childminder encourages parents to take home books that they can share with their children, further enhancing children's passion and enjoyment. As a result, children's ability to listen, communicate and enhance their language skills is accelerated.
- The childminder purposefully chooses local locations and events that reflect the interests and learning needs that suit the children in her care. For example, she regularly takes children to visit elderly residents in a local care home, where they take part in organised group sessions. Following recent floods, the childminder took children to a bridge so that they could see the water level covering a

familiar road. Such experiences trigger new conversations and investigations, helping to build on what children know and understand about their communities and the world around them.

- The childminder knows children exceptionally well. She uses accurate assessment and observations to focus incisively on what each child needs to know and understand next in a clear sequence of learning. Children follow their own interests and confidently select activities and resources that they enjoy and want to explore. The childminder skilfully judges when to add further challenge to children's play, helping to optimise children's learning experiences. Children experience a balance of self-chosen and adult-led activities. This allows them to practise and refine what they already know, helping to strengthen their independent thinking skills and create new and exciting discoveries and learning. By the time children leave for school or nursery, they are exceptionally well equipped with the skills and knowledge they need for the next stage in their learning.
- The childminder builds strong relationships with parents. She regularly provides them with detailed information about their children's progress, in addition to daily updates. Parents reciprocate by completing 'wow moment' slips to help share what children have achieved or done at home. The childminder talks to children about these special moments, helping to build children's self-esteem and sense of pride. As a result, children feel highly valued.
- Children feel secure in the childminder's care. They understand the consistent routines, helping them recognise their own needs to rest and eat. Parents work closely with the childminder to make transitions in key aspects, such as toileting and sleeping, as smooth as possible.
- The childminder is committed to extending her already strong knowledge and understanding, which is reflected in the exceptionally high-quality care and education she provides. The childminder ensures that her assistant is kept up to date with new information to help them both continue to plan, adapt and enhance the provision. Children benefit from the nurturing and attention the childminder provides.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2683229
Local authority	Central Bedfordshire
Inspection number	10360128
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Marston Moretaine. She operates from 7.30am to 5.30pm, Monday to Thursday, and from 7.30am to 4.30pm on Friday, during term time only. The childminder works with an assistant. The childminder provides funded care and early education for children from the age of nine months.

Information about this inspection

Inspector
Katrina Rodden

Inspection activities

- The inspector observed activities in the childminder's home. She spoke to the childminder, her assistant and children at appropriate times throughout the inspection.
- The childminder took the inspector on a learning walk around the areas used by children. She described the curriculum and gave examples of the positive impact this has on children's learning.
- The inspector discussed the teaching she observed with the childminder and took her views into consideration.
- The inspector viewed documents, including evidence of the suitability of the childminder, her assistant and household members. She looked at evidence of continued professional development, children's records and examples of their achievements.
- The inspector read testimonials and emails sent in by parents and took their views into account in her evaluation of the provision.

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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