

Childminder report

Inspection date: 12 August 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children relish the time they spend with this nurturing childminder. The childminder's genuine enthusiasm shines through in all that she does. Children reflect this enthusiasm and their play and activities are full of eagerness and a desire to explore, understand and learn at every opportunity. For example, young children cut their toast and state they have halves. They repeat this and talk about 'quarters'. They eagerly enquire what would happen if they cut it again and learn that this would then be 'eighths'. Children follow the childminder's positive approach and are keen to succeed. For instance, children persevere until they work out how to lift a jug and pour water accurately into smaller containers.

Children show a mature awareness of feelings and are extremely kind, patient and helpful. For example, young children spontaneously ask one another if they would like help. The childminder supports children in gaining a practical understanding of safety. For instance, she helps children appreciate the positive aspects of the internet, while balancing this with an understanding of the potential risks. Excellent daily routines and discussions successfully aid children in building a deep understanding of healthy lifestyles. For example, children talk with the childminder about the hot weather and why it would be dangerous to stay outside for too long.

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

- The childminder continuously reviews her practice and is constantly striving to develop this further. She exchanges information with other childcare professionals and completes a wealth of training, diligently putting any new knowledge into practice. For example, specific training has aided the childminder in further understanding how to promote children's language skills.
- Children make rapid progress and are exceptionally well prepared for school. The childminder skilfully uses her knowledge and experience, combining this with information from supporting documents, to aid her in accurately assessing children's development. Her excellent understanding of each child and how they prefer to play and learn enables her to offer them activities that correspond exactly with their interests and developmental needs. She swiftly addresses any weaker areas in children's learning, ensuring that no child falls behind.
- The childminder enhances all aspects of children's play and particularly supports them well in developing excellent language skills. Children follow her example and competently narrate their own play, confidently explaining what they are doing. For example, when 'making potions', they explain 'We've poured this mixture into here and made it go purple.' The childminder helps children understand new, and more complex, vocabulary. For instance, children note how the pom-poms roll and the childminder helps them understand 'spheres'.
- The highly skilled childminder continuously observes children and adapts

activities. For instance, when children decide to draw, the childminder allows them time to experiment with their chosen pens and pencils. She then offers further resources, such as paints, according to her knowledge of each child and their interests. Children are totally engaged in this activity, concentrating for long periods of time as they complete intricate drawings.

- Children show a great love of books. Young children immerse themselves in favourite stories, eagerly remembering these and adding their own contributions. For example, they work out what the caterpillar ate on certain days and remember that Saturday and Sunday are 'the weekend'. They are inspired to create their own illustrations depicting what they have been reading, competently using these to help them recall the story.
- With sensitive support from the childminder, children gain a highly practical appreciation of differences. For example, they visit a market, where they buy fruits from around the world. They try these and the childminder helps them research the different countries they originate from.
- Parents speak exceptionally highly of the childminder and note the excellent progress children make. They highlight her exemplary communication, enabling them to work in partnership to share information and promote children's learning at home and with the childminder. Additionally, the childminder maintains highly practical relationships with other providers caring for the children, thereby ensuring consistent care and further promoting children's development to the highest levels.

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	505287
Local authority	Central Bedfordshire
Inspection number	10354958
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 November 2018

Information about this early years setting

The childminder registered in 1998 and lives in Houghton Conquest. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

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 childminder and has taken that into account in their evaluation of this childcare provision.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She carried out a tour of the home with the childminder to discuss and understand how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures.
- The inspector talked with children at appropriate times throughout the inspection and considered their views. She also talked with parents and viewed their written feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024