

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 are incredibly confident and well settled in the care of the childminder and her co-childminders. They have a strong sense of well-being and are confident around visitors. Children actively seek out the childminder to join in their play, a true reflection of the close bonds and attachments the children have formed with her. For example, children ask the childminder to join them when building with blocks. She creates a funny game, pretending to choose the wrong colour blocks for her building. The children laugh at the childminder and remind her of the colour she needs, demonstrating their joy in playing with her.

Children are highly respectful of each other. They play together harmoniously and enjoy playing with each other. Older children welcome younger babies into their play. While role playing, babies begin to pick up the food from the table of the older children's shop. The older children talk to the babies, telling them the names of the items they have picked up and passing them other things. Adults close by support the interactions. They offer guidance to the older children of how they can play with the babies, while reminding them to be careful with them as they are only little. This supports children to be confident around each other.

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

- The childminder is truly committed to providing high-quality care and education in a home-from-home setting. She knows the children extremely well. The childminder and her co-childminders work together to share information about all children's next steps in learning. The childminder nurtures children's individual characteristics and celebrates their individuality. As a result, children thrive in becoming confident and resilient learners.
- Children enhance their social skills at the local toddler groups. They play and interact with other children and adults, building relationships outside of the childminder's setting. This supports children in creating friendships and prepares them for when they start school. Children create games together and invite their friends to join in. For example, the childminder begins a game of colour collecting. The children find blue balls in the ball pond and put them into a blue container. They quickly get their friends to help and enjoy working together as a team to collect as many as they can.
- The childminder provides a fully inclusive setting which enables all children, including those with special educational needs and/or disabilities (SEND), to make outstanding progress in their learning. The childminder is quick to identify children with developmental delay. She works closely with parents, offering advice and support. The childminder works closely with schools to ensure children have the right support for their time there. Parents are highly complimentary of the advice, support and time taken by the childminder to

support children with SEND.

- Young babies are encouraged to be highly inquisitive learners. The childminder uses her knowledge of children's interests to provide stimulating activities where babies can fully immerse themselves. For example, babies enjoy transporting play food from the toy kitchen and hiding it in the ball pond. The childminder creates a game with the sand for babies to hide objects. They enjoy going back to dig them out, delighting as they show the childminder what they have found.
- High-quality partnerships with parents are commended within parent feedback. Many parents return to the childminder after having more children. During the COVID-19 pandemic, the childminder provided parents with daily stories and activity sessions for children to complete at home. Parents comment on the 'lifeline' this was for them when working at home.
- The childminder is highly committed to her role in providing children with the best experiences. She adapts her practice to meet the needs of all children. The childminder completes training to strengthen her knowledge and practice. For example, recent speech and language training has improved her knowledge in supporting children to develop their communication skills. Through reflection of this training, the childminder can see the impact this has had on children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent knowledge of safeguarding. She understands the signs and symptoms of abuse and wider issues such as radicalisation. The childminder ensures her knowledge and training are up to date to ensure children's safety. The childminder is aware of her responsibility to ensure that everyone in her household and the co-childminders are suitable to work with children. She understands the process of reporting if there are any concerns. The childminder has an effective safeguarding policy in place. Regular risk assessments are completed to ensure the safety of children in her setting.

Setting details

Unique reference number	EY263384
Local authority	Central Bedfordshire
Inspection number	10234726
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 2003 and lives in Dunstable. She operates from the home of one of two other registered childminders she works alongside. 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. The childminder 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder discussed how she organises the early years provision, including the aims and rationale for the 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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