

Childminder report

Inspection date:

15 March 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 embrace all the exciting activities and experiences the childminder and her co-childminder provide for them. They confidently ask to complete activities that they enjoy. For example, children ask to plant seeds, so there are more plants in the garden. They work out what might grow, identifying different vegetables and flowers on the packets. Younger children enjoy scooping the soil and watering the established plants already growing. They understand that plants need water, helping form their knowledge about the world around them.

From a very early age, children show their determination to carry out simple tasks for themselves. They collect their shoes and coats and do not hesitate to have a go at putting them on themselves. Younger children benefit from following the examples set by the other very well-behaved children. They share, take turns and consider how others might be feeling. Through the childminder's support, children quickly develop ways to help regulate their own emotions, knowing when they need some quiet time to relax.

Children listen carefully to the childminder during their many stories and conversations. They pick up on the less-commonly used words, which the childminder checks they understand. This contributes to children's rapidly expanding vocabularies. Books are easily accessible and children quickly develop a love for stories and songs the childminder introduces them to.

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

- The childminder knows the children exceptionally well. She exploits their interests and passions to build on what they already know and understand, so that all children are ready for the next stage in their learning.
- The childminder and her co-childminder work exceptionally well together. Through frequent discussions and detailed planning, the childminder and her co-childminder ensure that care and education is of the very highest standard. The childminder is motivated to build on her own skills and knowledge to enhance her practice. She does not hesitate to access accredited training courses and topical webinars. The childminder takes time to reflect on what she already knows to help support children's individual needs in a highly focused and effective way.
- The childminder gathers detailed information from parents and other settings children attend. This helps her ensure she knows what children need to learn next. Over periods of lockdown, during the recent COVID-19 pandemic, the childminder maintained contact with children and their parents, providing activities and resources to continue to support children's learning and well-being.
- Children flourish in all areas of their learning. The childminder and her co-

childminder incorporate locations within the local community in their planning. Regular trips enable children to learn in different environments. For example, children enjoy visiting a café for lunch. This helps to support their development of social skills in a memorable way.

- The childminder plans activities that are associated with national focuses, such as Science Week and World Book Day. This enables the childminder to access wider resources and ideas available at these times. Children become involved in community activities and celebrations, helping to strengthen their learning.
- The childminder and her co-childminder keep parents informed of what their children have been doing. A secure electronic system allows parents to receive detailed information in a timely manner. This helps to reassure new parents that their children are happy, safe and well stimulated throughout the day.
- Children learn how exercise and rest are important to help support their physical development. The childminder ensures that younger children who require a sleep are settled and safe. Familiar bedding and comforters help children feel secure. This contributes to their ability to drift to sleep very quickly.
- Children confidently select equipment and playthings for themselves. They take paper and pens to the table, where they enjoy making meaningful pictures. Older children show an interest in forming letters and numbers, which they point out and recognise during walks and excursions. The childminder skillfully links between quantity and numbers, helping children establish a solid foundation for mathematics.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her strong knowledge and understanding of what and how to identify and report any concerns around the well-being of children is maintained through regular and thorough training courses. She ensures she receives notification of any local changes to procedures, helping her amend her own policies to accurately reflect this. The childminder works very closely with her co-childminder, helping to ensure that all concerns are shared and acted upon in a timely manner.

Setting details

Unique reference number	EY284785
Local authority	Central Bedfordshire
Inspection number	10137505
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	7
Date of previous inspection	11 May 2016

Information about this early years setting

The childminder registered in 2004 and works with a co-childminder at her home. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katrina Rodden

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector all the areas of the house and garden used by children. She explained the curriculum that she follows and the impact this has on children's development.
- The inspector carried out a joint observation with the childminder.
- A range of documents, including the evidence of suitability of the childminder, her co-childminder and other household members, was looked at by the inspector.
- The inspector observed activities in the home and garden. She spoke to the childminder, her co-childminder and children at appropriate times throughout the inspection.
- The inspector read feedback left by parents and took their views into consideration.

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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