

Childminder report

Inspection date:

24 July 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

The childminder has exceptionally high expectations for all children and her excellent interactions with children help them to flourish. She has an excellent understanding of children's needs and abilities and enhances their learning through well-thought-out activities. For example, children are completely focused as they use their fingers and other tools to make marks in a salt tray. During this activity, the childminder actively supports and encourages children to make marks, commenting on the different shapes they are making. She role models how to draw lines, circles and letters and children become curious about what she is doing and begin to try themselves. The childminder links this to the different marks displayed in front of the tray and points out other examples they could try.

The childminder is an excellent role model to all children. She has high expectations for children's behaviour, and she is clear about her boundaries for the children. For example, all children know from a young age the areas within the home they can access, coming back to the childminder if they wish to go somewhere else. All children consistently offer each other support, such as explaining the rules of games to each other so everyone can take part. As a result, children are excited to learn and play with their friends.

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

- The childminder places communication and language development at the heart of her curriculum. Children learn an extensive vocabulary and begin talking at a very early age. The childminder is careful in the number of words she uses when talking to the youngest children. She repeats words back to them, adding to their vocabulary as they remain engaged in conversations. The childminder is aware of children's body language for those who are not yet vocal and uses this knowledge to quickly meet children's needs.
- The childminder gives high regard to ensuring that children gain the best from what she offers. She undertakes training opportunities when children have gaps in their learning. The childminder recently recognised that children in her setting needed opportunities for further physical development when at her home. She completed training on 'healthy movers' and embedded this into her day. As a result of this change, the childminder has seen a positive impact on children's concentration skills.
- Children's emotional development and well-being are a clear focus of the childminder's curriculum. The childminder and the children have very close bonds, and they are excited to see her and spend time with her. The childminder encourages children to express their emotions. She takes time with children to talk about how they may be feeling and is skilled in allowing them time to manage their emotions independently. For example, the childminder explains to

children why they cannot snatch a toy from another child and offers physical comfort.

- The childminder is aware of the importance of social interactions for all children. She is aware of her smaller garden area and the children's need for physical play. She therefore attends a group with a room of physical play opportunities which children can access whatever the weather. As a result of this, children make exceptional progress in their physical development.
- Partnerships with parents are exceptionally strong. Parents comment on the wonderful advice and 'top tips' the childminder gives them at times such as potty training. Parents feel that their children's needs and learning are at the heart of everything the childminder does. Parents remark on the outstanding progress their children make. Children talk of their love of the childminder and the amount of fun they have in her care.
- The childminder goes over and above to support her families. She accesses local food services to supply food and recipes to her families. She works closely with other local childminders, sharing good practice and offering a helping hand to new childminders. The childminder's passion shines through the education and care she offers to all children.

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	EY387273
Local authority	Central Bedfordshire
Inspection number	10344395
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 September 2018

Information about this early years setting

The childminder registered in 2009 and lives in Houghton Regis. She is registered to work with an assistant, but currently works alone. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised qualification at foundation degree level. The childminder provides overnight care by arrangement. 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 provider 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 and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector and childminder talked about the education provided indoors and outdoors and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector, both verbally and written.
- 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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