

Childminder report

Inspection date:

31 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this warm and nurturing setting. The childminder provides a caring and welcoming atmosphere for children, and they make strong attachments with her and her assistant. Children develop very high levels of confidence and independence as they play in the vibrant environment that reflects and celebrates diversity. The childminder designs her ambitious curriculum around children's interests and individual learning needs. This helps to enrich children's overall development. Children happily learn new skills in meaningful ways. For example, they learn about growth and change from growing vegetables in the garden and looking at pictures of themselves as babies. Children quickly work out how they have changed and know that food and care have helped them to grow. Excellent activities such as these develop children's skills as they successfully embed new learning and knowledge.

Children display kindness and are very caring towards their friends. When they notice that others look sad or feel angry, children show remarkable empathy. They express their support and comfort for one another while they play. Children's behaviour is excellent. The childminder knows each child expertly well. She understands how to direct each child's energy into positive activity. This includes giving some children opportunities to help cook lunch. They do this with great determination and are very satisfied to see, for instance, their friends eating the fruit they prepared.

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

- The childminder places the highest priority on getting to know each child as an individual. She skilfully uses information she gathers from parents and her own assessments of children's development to target their learning precisely. The childminder consistently reflects on how she can enhance her curriculum and sequence children's learning in appropriate and significant ways. This results in children receiving the right support at the right time. All children are making excellent progress.
- Children thoroughly enjoy being in the childminder's spacious garden. They have a wealth of high-quality activities to choose from. Children make links in their learning and draw adults into their play. For example, they pretend to make ice-cream cones in the role play ice-cream parlour. They talk in great detail about their experiences of having ice cream at the seaside. Children invite the adults to join them on a trip to the seaside and move to the sand area, where they engage in imaginative conversations.
- Children's language and communication skills are excellent. The childminder and her assistant skilfully and enthusiastically use an extensive range of vocabulary with children. This consistently supports children's speaking and listening skills.

The childminder uses highly effective questioning to check children's understanding. This helps them to confidently communicate their ideas and needs superbly well. Children know that others use different ways to communicate, for example some speak different languages and others use signing. The childminder makes sure all children are included in all she does. She takes time to learn and use words and phrases they speak in other languages. Children use and understand signing and are very proud to show how they can sing and sign at the same time.

- The childminder successfully builds strong and effective partnerships with parents. Their feedback about the childminder and her assistant is highly complimentary. Parents say the childminder creates 'a truly special place for children', where they thrive and flourish. They state that information-sharing is excellent and parents know what their children are doing and how they can support learning at home.
- The childminder skilfully supports children to learn about other people and cultures. For example, she uses the Olympic games to help children to understand competition and achievement. Children enjoy finding out about teams from countries that are important to other children and adults in the setting. They listen with interest to national anthems from their own and other countries.
- The childminder is extremely motivated and dedicated to her role. She continually seeks ways she can develop and improve her knowledge, skills and practice. The childminder makes sure her assistants also have the best possible knowledge and skills. Assistants talk positively about the support and training they receive from the childminder. They work as a team to evaluate practice and discuss ongoing plans and the learning needs of each child. This has a highly positive impact on the ongoing development of the curriculum and ultimately on children's learning outcomes.

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	EY436908
Local authority	Central Bedfordshire
Inspection number	10344396
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 7
Total number of places	12
Number of children on roll	20
Date of previous inspection	24 September 2018

Information about this early years setting

The childminder registered in 2011 and lives in Slip End, Luton. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4. She employs three assistants on a part-time basis. The childminder provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Jill Hardaker

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector and the childminder looked at the areas of the childminder's home that she uses with children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder and her assistant joining in activities with children and discussed the learning that was taking place with them.
- A sample of policies and procedures was looked at by the inspector, including documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the views of parents and discussed the childminder's reflections on her practice with her.

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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