

Childminder report

Inspection date:

28 February 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 deep knowledge of how children develop and learn. She uses this, alongside skilful interactions and interesting resources, to create a rich learning environment for children. She has designed a high-quality curriculum which helps her to capture children's interests, so that they focus for considerable periods of time, becoming fascinated with their chosen learning. She is an excellent role model, and her boundless enthusiasm encourages children to keep trying even when they find something difficult. This underpins their sustained and rapid progress, helping them to be successful and motivated learners.

The childminder provides highly effective support to help even the youngest children to learn to manage their own feelings and develop strong friendships. She shows them how to be kind and supportive by consistently demonstrating these positive behaviours. She is thoroughly warm and positive towards the children and praises them when they share and take turns. She supports all children to explore and talk about their feelings and to recognise their own emotions and the emotions of others. Children are able to resolve disagreements with great success. They are secure in their relationships with the childminder and each other. Their high levels of confidence and self-control give them a firm foundation for future learning.

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

- The childminder has an excellent attitude towards making and maintaining improvements to her own practice. She makes swift use of any new knowledge gained from research or training. She has built significantly on the quality of her teaching since her last inspection. This enables children to make their best possible progress in her care.
- The childminder observes children carefully as they explore. She waits for the right to respond, or engage in their play, gently extending their thinking. She balances this with expert modelling of new skills, then encouraging all children to try something for themselves, building plenty of opportunities into the day for them to refine their new skill. She supports all children by making suggestions and asking questions to encourage children's independent thinking.
- Even the youngest children are highly independent in their personal care. Young children readily try to put their own shoes and coats on. They confidently feed themselves with close support from the childminder. Again, the childminder shows children how to do something and then gives children plenty of opportunities to try and refine skills throughout the day, such as learning to feed themselves and to manage cutlery and other tools.
- The childminder builds and maintains excellent relationships with parents. She uses a variety of methods to ensure that all parents are able to contribute to their child's learning and to understand their child's progress. Parents offer high

praise of the care and education their children receive.

- The childminder skilfully supports children's developing language skills. All children speak and listen with high levels of confidence and control in relation to their ages and stages of development. The childminder talks to all children about what they are going to do and what they are doing during activities. She invites children to ask and answer questions and share their thoughts to engage their thinking. She thoroughly understands the vital importance of language development and uses every opportunity to help children hear and use spoken, sung and read language.
- Children enjoy many opportunities to build their social skills on outings in the local area. They visit local groups where the childminder helps them to take part in play with larger groups, increasing their confidence in readiness for school.
- Children thoroughly enjoy exploring their creative skills as they investigate and manipulate dough. They recall things that they know, for example the shape of snakes and that they can make new things out of dough. The childminder expertly weaves in early mathematical ideas such as colour and shape recognition and counting skills as they explore the different shapes they have made from dough.
- The childminder thoroughly understands the importance of supporting all children's early literacy skills in order to enable them to access current and future learning. She promotes all children to develop a love of reading. She reads throughout the day and children eagerly join in with stories. The childminder encourages the children to immerse themselves in the story, such as singing a bedtime song to characters who are falling asleep in the book. She uses these opportunities to give children even greater experience of language.

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	EY438975
Local authority	Central Bedfordshire
Inspection number	10308364
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	12
Number of children on roll	10
Date of previous inspection	6 March 2018

Information about this early years setting

The childminder registered in 2011 and lives in Slip End, Luton. She sometimes works with an assistant. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Naomi Brown

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 the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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.
- The inspector observed the interactions between the childminder and children.
- The childminder showed the inspector written feedback from several parents. The inspector took account of their views.
- 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.

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