

Childminder report

Inspection date: 5 March 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

The childminder knows children exceptionally well. She gathers important information before children start at the setting to give her an in-depth understanding of their unique characters and the support that each child requires to make the best possible progress. The positive environment and focus on relationships supports children's high self-esteem and sense of belonging. Children feel valued. The childminder put focus on children's personal development. She encourages children to be independent, giving them reassurance and support to help them develop a positive attitude and to keep trying. Therefore, children persevere and embrace challenge in their learning.

The childminder is an outstanding role model for children. She demonstrates to children her high expectations, such as sharing and helping friends. The childminder offers cues to children to join their play and models language that express emotions. For instance, she says, 'That makes me feel happy. Thank you'. Young children demonstrate how they are beginning to understand their own feelings and those of others when they begin to share resources and invite peers to join their play. Children listen intently to what the childminder says and follow her clear instructions.

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

- The childminder has implemented a clear and well-sequenced curriculum that focuses on children's personal, social and emotional development. For example, children learn about the fascinating world around them when visiting various places in the local community. They are respectful of others and use exceptional manners during conversations.
- The childminder puts a strong emphasis on developing children's language skills through reading, singing and in-depth conversations. She provides a vast range of books and reads to children every day. Together they share a love of reading. The childminder sings to children throughout their play and children are enthusiastic to join in. During conversations, the childminder uses a range of new vocabulary. She discusses subjects that children raise, asking questions to encourage them to think more deeply.
- The childminder has a particular focus on getting children ready for the transition to school. She builds on children's resilience, increasing their confidence and communication skills to the very highest level, to prepare them for learning in larger groups. Children develop their independence skills, demonstrating how they can carry out personal hygiene routines. When they face challenge, the childminder encourages children to keep trying and therefore children develop a 'can-do' attitude and make exceptional progress.
- The childminder has built outstanding partnerships with parents, where

communication is paramount to children's care and learning. They work collaboratively to provide consistent and familiar learning experiences for children both at home and at the setting. The childminder shares learning with parents and promotes reading at home. She regularly sends home books for children to share with their families as well as providing ideas for home learning opportunities. Children's quick progress throughout all areas of learning reflects this.

- The childminder teaches children new skills and provides interesting learning opportunities that capture children's fascination and attention. She uses highly effective teaching methods and seizes every opportunity to extend children's learning. Older children master the skills of using knives to cut their fruit. The childminder introduces mathematical language and encourages children to think about how they divide the fruit fairly between the group. The childminder uses questioning techniques to support children's critical thinking and therefore, children demonstrate their ability to think for themselves and solve problems.
- The childminder is passionate about learning and prioritises training and professional development opportunities. She attends many training events and tailors her training to support the needs of the children who attend the setting. For example, when the childminder identifies an area for improvement, she attends training to extend her own knowledge. This supports children effectively and has an exceptionally positive impact on their progress and development. Furthermore, the childminder uses her growing knowledge and skills to recognise and make improvements.

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	EY441889
Local authority	Central Bedfordshire
Inspection number	10311854
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	12 April 2018

Information about this early years setting

The childminder registered in 2012 and lives in Leighton Buzzard. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Vikki Reynolds

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 childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being 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.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observations of an activity with the childminder.

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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