

Childminder report

Inspection date: 16 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident in the childminder's home. The childminder is sensitive to the children's feelings, and as a result, children are settled and ready to explore. Children play busily with a tray of loose pasta. The childminder demonstrates how to use tweezers to select different shapes and sizes. With reassurance and modelling, children are able to learn new skills and do them independently.

Behaviour is good. Children listen well to instructions and are well mannered. The childminder talks with children about the importance of being polite and taking turns. She is a good role model and uses positive language and behaviours which children are eager to copy. The childminder is careful to ask children whether she can join in with their play and listens attentively to their wishes. This boosts children's growing self-esteem and their opinions are valued.

Children learn about the tastes of various fruits and vegetables. The childminder provides options for children and encourages them to try new things. For example, children explore a bowl of different berries at snack time. They examine the taste, size and colour of each. The childminder works closely with parents to help promote this at home.

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

- The childminder knows the children very well. She uses an effective settling in process to ensure that she knows what children can do when they start with her. She collects information about children from parents, so she knows where best to support them. This helps children to make good progress.
- The childminder offers children healthy snacks and meals and teaches them about the relevance of enjoying a varied and balanced diet. She also teaches children about the importance of maintaining good hygiene practices, including brushing their teeth.
- The childminder plans activities that children are interested in. Children explore dough, using cutters and talking about different shapes that they have made. The childminder uses mathematical language, encouraging children to think about shape, size and weight of objects. Children are excited to talk about what they have created.
- Children have lots of opportunities to explore their community. The childminder teaches children about the diverse cultures around them. She encourages children to be active and, for example, they attend parks, where they practise their larger-muscle skills, climbing and pulling themselves on equipment. Children enthusiastically explain that they can, 'climb the big slide'.
- The childminder uses books and songs to help promote the use of language.

Children enjoy regular visits to the library, where they select and read different books. During activities in her home, the childminder speaks clearly and models language well. However, she often asks closed questions. This means that opportunities for children to express their own ideas and broaden their vocabulary are not used as well as possible.

- Children have a clear understanding of the well-established routines. They tidy away the toys before meals and know when it is time to wash their hands. This helps them to develop their understanding of expectations and prepares them for what will happen next. Children increase their independence and have many opportunities to do things for themselves. For example, children confidently access the sink and sing with the childminder as they wash their hands.
- The childminder is proactive in seeking opportunities to develop her own professional practice. For example, a recent course on supporting children from other countries has helped to deepen her awareness of children's individual and specific needs. She talks with other childminders and evaluates her practice, for example, using questionnaires that she sends to parents. This helps her to continuously improve her provision and effectively support children's care and developmental needs.
- Parents comment that they are very happy with the childminder. They feel that she gets to know their children well and that they, 'make good progress'. The childminder talks to parents and uses frequent messaging to share information and updates about their child's time in her home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places a strong emphasis on safeguarding the children in her care. She ensures that her knowledge is up to date through training and networking with other childminders. This has improved her understanding of a wide range of safeguarding issues, such as the 'Prevent' duty and female genital mutilation. She has clear procedures in place and knows who to report concerns to. The childminder teaches children about risks inside and outside of her home. She teaches them about road safety during various activities. When on outings and they practise fire drills and talk about fire safety in her home.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- offer children more opportunities to express their own ideas and use new words, for example, through asking open-ended questions.

Setting details

Unique reference number	219367
Local authority	Bedford
Inspection number	10263930
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	17 May 2017

Information about this early years setting

The childminder registered in 1989. She is located in Kempston, Bedfordshire. The childminder is available to care for children from 7am to 5pm, Monday to Friday, throughout most of the year. The childminder holds relevant early years qualifications.

Information about this inspection

Inspector

Amy Clarkson

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint evaluation of an activity completed by the childminder.
- Parents shared written feedback of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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