

Childminder report

Inspection date: 4 June 2024

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

The childminder builds secure relationships with the children in her care. Children show affection towards her with smiles and cuddles when she collects them from nursery. This secure attachment helps children to feel confident and have a go at experiences the childminder provides. Children behave well and demonstrate a genuine warmth with each other. They hold hands when walking on footpaths. They role play 'school teachers' with each other and ask each other what they are doing. Children demonstrate a strong sense of belonging in the childminder's setting. They know where to put their belongings when they enter the childminder's home, and the childminder helps them remember activities as they look at and discuss photos of themselves playing.

The childminder helps children to experience the natural world. She helps them build on knowledge they have already gained. For example, children water strawberry plants daily, waiting for them to turn red so they can pick them to eat. The childminder allows children to plant seeds of fast-growing plants to help them see the growing cycle. She encourages children to decorate the pots with stickers. They persevere to pick the sticker off the sheet and choose where to put it to their liking. Children further strengthen their small hand and finger control as they scoop soil and place cress and radish seeds in the pots. They demonstrate their knowledge as they tell the childminder that the plants now need water to grow.

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

- The childminder reflects on her knowledge and how to update it. She keeps abreast of training courses and attends these to expand her knowledge and skills. The childminder links with other childminders to share ideas. She knows when children need additional support and how to access these services locally.
- The childminder has good partnerships with parents. They report that the childminder adapts her service to the needs of children and their families. As a result, families choose to send their children to her for a number of years. Parents report excellent communication with the childminder about their children and that they are aware of the different ways they can help their children learn at home.
- The childminder works well with other settings that the children attend. She shares assessments of children's development, such as the progress check for children aged between two and three years. Daily communications about the children mean she is able to modify her routines to suit the children's needs. This helps provide continuity of care and learning.
- Children are gaining an awareness of what contributes to a healthy lifestyle. The childminder provides healthy, balanced meals and snacks. She embeds practice as part of the routine to help children form good hygiene habits. For example,

they wash their hands before eating and after playing outdoors and coming back from nursery. They take their shoes off when entering the house. These times help children to develop their independence skills.

- The childminder knows the children very well. She has a good understanding of how children learn and regularly assesses children's development. She plans experiences that interest the children and helps them to achieve their next steps in learning. This helps ensure she is helping children to meet age-related expectations.
- The childminder skilfully interacts with children as they play and steps back allowing them to express their own ideas and become deeply engaged in the activities. For example, she uses puppets to build a narrative about how a dragon will not wake up. She uses different voices with expression to gain children's interest. Children then in turn choose different puppets themselves to develop the plot. This helps children to explore a range of feelings through their imagination.
- Children set their own tasks and complete them to their satisfaction. For example, they use pots to scoop water to fill up a watering can. At times, the childminder gives children the answers to problems rather than encouraging them to solve them themselves. For example, when the water level lowers, the childminder gives children smaller pots and spoons to scoop the water.
- The childminder places a good emphasis on fostering children's communication and language skills. She spends a lot of time speaking to children and having interesting conversations with them. However, she does not always use specific vocabulary to help build children's range of words.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance opportunities for children to solve their own problems during interactions
- consider further ways to extend children's language skills to build on their vocabulary.

Setting details

Unique reference number	219557
Local authority	Central Bedfordshire
Inspection number	10339225
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	4
Date of previous inspection	5 July 2018

Information about this early years setting

The childminder registered in 1995. The childminder works from 7.30am to 5.30pm, Monday to Thursday, all year round except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elke Rockey

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 talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to the childminder, parents and children at appropriate times during the inspection and considered their views.
- The inspector observed the quality of education being provided, indoors, outdoors and on a walk, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- 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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