

Childminder report

Inspection date: 11 November 2019

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 young children the childminder currently cares for demonstrate they feel happy and secure in her care. They engage well in independent play and learning. The childminder is aware of children's interests and makes sure they can easily access their favourite toys. For example, children who are interested in circular movements spend time exploring wind-up trains. They watch with interest how the train moves and quickly work out when it needs winding up again.

The childminder gets to know children well. She spends time with parents to find out what early experiences children have had. She also finds out what children can already do when they start to attend her setting. This enables the childminder to quickly identify what children need to learn next. She interacts with children as they play to support and enhance their ongoing learning and development.

The childminder has effective systems in place to help her to keep children safe. She carries out daily checks of her environment, to ensure children play in safe areas. When the childminder identifies any hazards, she puts effective measures in place to reduce risk. For example, when she notices her decking area outdoors is slippery, she takes children to local parks or soft-play areas for their daily active play.

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

- The childminder introduces children to mathematics as they play together. For example, she counts and give them time to explore shape and space. Children respond positively to these interactions, such as by beginning to count by themselves.
- Children are very inquisitive and quickly out work solutions to problems they encounter. For example, when they notice a wind-up train does not work on a rug, they put it back onto the wooden floor. Children show they are pleased with their achievements, such as when they often give themselves a clap.
- The childminder takes children to different places in the community, such as toddler groups. She talks about seeing children's confidence and social skills increase as they mix with larger groups of children.
- Parents speak highly positively about the childminder. They state she provides exceptional care for children and that they are developing very well. The childminder talks about how she invites parents to her home to spend time with her and their children. This has a positive impact on children's sense of belonging and well-being.
- The childminder uses her assessments of children's learning to identify any emerging gaps in their development. She sets clear next steps in learning for children to support their ongoing good development.

- The childminder talks about how she supports the learning of older children. For example, she plans structured activities and introduces children to more challenging mathematics and literacy activities. The childminder talks about her historic, strong relationships with local early years settings that children attend. She understands the benefits to children when she works in partnership with their key persons.
- The childminder networks with other childminders. They offer each other peer support and practical help. The childminder reflects on her practice and looks at some ways to improve. She talks about one of her biggest improvements being the addition of a playroom. This enables children to have a wider choice of resources and the childminder has seen children's independence increase.
- Children are learning how to develop healthy lifestyles. For example, they enjoy spending time outdoors. The childminder promotes healthy eating and often encourages children to have drinks of water, so they do not feel thirsty.
- The childminder undertakes some relevant training and research, such as to help her to keep her safeguarding knowledge up to date. However, she does not plan robustly for her ongoing professional development, in order to continuously raise her knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear safeguarding policy in place. She has updated this in line with recent changes within her local authority. This ensures the childminder has the correct information, should she need to take advice from relevant agencies. The childminder has a good understanding of how to recognise any signs that children may be at risk of harm or extremist behaviour. She understands her responsibility to maintain records and to report any concerns she may have about children's safety or welfare.

What does the setting need to do to improve?

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

- engage in a wider range of professional development opportunities to further develop knowledge and teaching skills.

Setting details

Unique reference number	219724
Local authority	Central Bedfordshire
Inspection number	10071557
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	27 July 2015

Information about this early years setting

The childminder registered in 1998 and lives in Pottton, Bedfordshire. She operates Monday to Friday from 7am until 6pm all year round, except for family holidays and bank holidays.

Information about this inspection

Inspector
Jill Hardaker

Inspection activities

- The inspector looked at the areas of the childminder's home that she uses for the care of children and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to safeguarding and children's records.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the written views of parents and discussed the childminder's reflections of 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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