

Childminder report

Inspection date: 17 October 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 offers children a nurturing environment in which to learn. She is attentive to their emotional needs and consistently positions herself at their level. As a result of the childminder knowing the children well, she recognises when they need extra reassurance, offering cuddles and singing familiar songs. The childminder interacts with children in a warm manner. She sits beside babies on the floor, commenting on their actions and encouraging them to respond. As older children share their autumn wreaths, the childminder reminds them of previous experiences, such as collecting autumnal objects on a recent walk. Children demonstrate that they feel safe and secure in the childminder's care.

The childminder promotes positive behaviour and children behave well. She supports children in playing harmoniously together, adapting her teaching to ensure all children are included in the activities provided. Babies delight as they knock over towers, which helps to develop their hand-eye coordination. Older children become excited as they see how many cups they can stack before the tower is knocked down.

The childminder plans the environment using her knowledge of children's interests and current stages of development. Older children enjoy sharing their knowledge of colour as they select which colour toothbrush they would like to use to brush their teeth. The childminder provides younger children with opportunities to build their core muscles by allowing them time to explore resources on their tummy. Children have a positive attitude to learning, are engaged in their play and make good progress in their development.

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

- Through discussions with parents, as well as completing her own observations and assessments, the childminder plans a varied curriculum that is tailored to the needs of the children in her care. She ensures that children have a wide range of both adult-led and child-initiated experiences, enabling them to make good progress across all areas of learning. However, at times, the intention of what she wants children to learn is lost. Occasionally, activities do not focus on the specific knowledge that children need to learn.
- The childminder introduces new vocabulary and narrates children's actions. She gets down to the children's level, makes good eye contact and speaks clearly. Older children learn about the word 'hibernate' as they build nests for toy hedgehogs. As they pull and tear the autumn leaves, the childminder encourages the use of descriptive language. Babies smile as they sit on the childminder's lap to sing songs. They are supported to move back and forth as they sing songs such as 'Row, Row, Row Your Boat.' Children's communication

and language skills are promoted well.

- The childminder recognises the importance of collaborative working. She forms effective relationships with other settings that children attend, sharing assessments and discussing ways to best support children's learning. As children move on to new settings, transition reports are shared with their teachers. The childminder plans opportunities and experiences to ensure that children are ready and prepared for the next stage in their educational journey.
- The childminder plans a wide variety of experiences to develop children's social skills. They regularly attend toddler groups and rhyme time as well as visiting the local care home, where they sing songs with the residents. Children have opportunities to build wider social circles as they meet with other childminders and their children. The childminder plans some activities and experiences to introduce children to other cultures and festivals. However, these are limited and do not fully build on children's understanding of lifestyles and cultures beyond their own.
- The childminder successfully establishes positive partnerships with parents. Parents praise the quality of care their children receive. They state that the childminder communicates effectively, sharing what their children have been doing and where they are in their development. The childminder recognises the importance of working with parents to enable children to have the best outcomes. Parents comment that the childminder provides a 'nurturing and safe environment' where 'all children look forward to attending.'

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:

- focus more precisely on what children need to learn when planning and supporting activities, to help raise the quality of education even further
- build on current practice by providing children with more rich and varied experiences to learn about the wider world around them, including different cultures, communities and traditions.

Setting details

Unique reference number	219872
Local authority	Central Bedfordshire
Inspection number	10364062
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	0 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	23 January 2019

Information about this early years setting

The childminder registered in 1997 and lives in Shefford. She operates all year round from 8am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded education for two-year-old children.

Information about this inspection

Inspector

Carly Parkinson

Inspection activities

- 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 quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed how the childminder interacted with children and spoke with the children present.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.

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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