

Childminder report

Inspection date: 26 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 works alongside her co-childminder and together they plan a welcoming environment for children. The childminder focuses on providing children with a safe space where they can develop strong friendships and grow in confidence. She is passionate about progressing children's personal, social and emotional skills. Therefore, children develop a strong foundation for future learning.

The childminder understands the importance of getting to know children before they begin at the setting. She provides all families with settling-in visits and ensures she gathers enough information to meet children's needs and support them into the setting. This provides children and parents with reassurance and a high quality of care from the very beginning. The childminder regularly shares information with parents, supporting children's learning at home and promoting consistency.

The childminder knows children well and has high expectations for their behaviour. Parents say that the childminder treats children with patience, kindness and care, helping them to become more confident and outgoing. Children help their peers, communicate well and invite others to join their play. They develop good social skills to help them be respectful and compassionate towards others.

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

- The childminder has a good knowledge of child development and understands how to extend children's physical development well. For instance, she provides a range of mark-making activities, using different surfaces and tools to develop a range of gross motor movements and core strength. She extends this further by introducing mathematical knowledge about shapes and size.
- The childminder provides opportunities for children to develop their communication and language skills. Children take part in weekly music sessions where they join in and learn new songs. The childminder models new vocabulary to children such as 'pop' and 'bubble'. She repeats words clearly for children to learn and therefore, children become confident talkers from a young age.
- The childminder understands the importance of keeping children safe. She has a good knowledge of safer sleeping arrangements and ensures children are safe during their nap time. She checks on children regularly and provides a safe space for children to rest, which promotes good health and safety.
- The childminder provides some basic opportunities for children to begin to develop their own independence. Older children wash their own hands and choose their own activities throughout the day. However, the childminder does not extend this enough to fully support children's independence in preparation

for school. For example, she feeds toddlers herself and does not always teach children how to do things for themselves.

- The childminder teaches children about a range of festivals and events throughout the year, helping them to understand about different cultures and religions. She provides regular outings in the local community where children meet new people and this sparks conversations about different disabilities and families. The childminder uses these opportunities to teach children. Therefore, children become accepting and respectful of everyone around them.
- The childminder provides children with electronic devices to access a range of games and find out new information. She ensures children's safety by supervising closely and puts security measures in place. However, she does not teach children about how to keep themselves safe online.
- The childminder is passionate about keeping her knowledge and skills up to date. She attends many training opportunities and thoroughly enjoys learning new information. She chooses opportunities that are relevant to the children who attend the setting and implements new ideas to support their development. For example, the childminder recently attended training about children's communication and language development to support those who speak English as an additional language even further.

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:

- strengthen opportunities for children to further develop their independence and do things for themselves
- extend children's knowledge of online safety further.

Setting details

Unique reference number	259901
Local authority	Bedford
Inspection number	10351720
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 October 2018

Information about this early years setting

The childminder registered in 2001. She provides care from her daughter's home, who is her co-childminder, in Bedford. The childminder operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3 and provides 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 setting.
- The childminder and her co-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.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities 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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