

Childminder report

Inspection date: 6 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant have worked hard to make improvements since the last inspection. Activities that they plan together are purposeful and relate to children's individual interests and next steps. There are a range of resources for the children to choose from.

The childminder helps children to make connections between their experiences. For instance, she speaks to children about the fruit and vegetables they eat at snack time, which are the same variety as the seeds they planted earlier in the day. Children follow good hygiene procedures, taking turns to wash their hands before they sit down for snack. The childminder and her assistant closely monitor children while they eat, ensuring that children who use highchairs are safely secured.

Support for children to develop their language and communication is good. The childminder and her assistant speak clearly to children, introducing new words and vocabulary. This is relevant to the activities that children complete. Children enjoy sitting with the childminder and sharing books together. The childminder encourages older children to speak about the stories they read and they begin to re-tell the story themselves, joining in with familiar phrases.

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

- The childminder and her assistant know the children they care for well. Children demonstrate that they are happy and settled and follow the instructions the adults give them. Children develop friendships with one another. For instance, they happily greet their friends as they arrive at the childminder's home at the start of the day. They help one another and the childminder and her assistant recognise and praise this positive behaviour.
- The childminder and her assistant implement appropriate strategies to provide focused support to children who require additional help in their learning and development. They have improved the systems they use to track and monitor children's progress. This helps them to swiftly identify any areas where children require further support. The childminder and her assistant use this information to plan appropriate activities to help children close these gaps in their learning. This helps all children to make good progress in their learning.
- The childminder is reflective and recognises the value of completing relevant training. She has worked closely with other professionals to strengthen her practice since the last inspection. The childminder shares any new knowledge she gains with her assistant. This provides children with a consistent level of support in their learning and development. As a result children benefit from good quality interactions from the adults who support them.
- Occasionally, the childminder and her assistant do not respond to children's cues

to help them build on their learning spontaneously. For instance, children show an interest in using a brush to help clean up. The childminder recognises that this is an interest they have, however, she does not encourage children to get involved and help.

- The childminder forms meaningful bonds with families, as well as the children who attend. Parents are happy with the support the childminder provides. They speak highly of her effective communication to keep them informed of their children's progress. Children enjoy creating things to share with their families. For instance, they plant seeds in pots that they can take home to celebrate Mother's Day.
- Children enjoy the range of physical experiences on offer. They happily kick balls to the childminder and her assistant in the garden. They practise moving in different ways as they negotiate an obstacle course. Children build the smaller muscles in their hands as they scoop and pour rice into different containers. The childminder recognises the different stages that children need to move through with their development and how these experiences will benefit children in their future learning.

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:

- respond to children's cues and follow their lead to help them extend their learning even further.

Setting details

Unique reference number	2651748
Local authority	Central Bedfordshire
Inspection number	10284504
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	12
Number of children on roll	11
Date of previous inspection	9 March 2023

Information about this early years setting

The childminder registered in 2021 and lives in Marston Moretaine. She provides care all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the areas of the premises used for childminding and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development and the curriculum she offers.
- The inspector spoke to parents and reviewed written feedback. She took their views into consideration.
- The inspector observed the childminder and her assistant interacting with children.

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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