

Childminder report

Inspection date: 19 August 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and welcoming environment that supports children to feel settled and content in exploring. Children enjoy a variety of resources, including books, role-play activities and puzzles, in the peaceful living room area. The childminder has created a dedicated playroom where children can freely explore craft activities and messy play opportunities. She supports the changing interests and needs of all children who attend well, encouraging them to select from the wide range of learning opportunities. The childminder has created photo albums, displaying all the activities and resources that are available. This child-focused approach supports all children to remain deeply engaged in their choice of play throughout their time at the setting.

Children develop a close bond with the nurturing childminder. They demonstrate they feel safe and secure in her care, cuddling up to her and laughing at the jokes they share. Children build close, respectful relationships with each other. They are kind to one another and cooperate well during play. For example, children happily take it in turns to select activities, allowing their friends to choose first. The childminder encourages these positive behaviours by providing an abundance of praise.

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

- The childminder monitors children's progress closely and shares this information with parents and other professionals where appropriate. She establishes effective means of communication with other settings children attend. This provides a consistent approach to supporting children's development. The childminder passes on essential developmental information to support children when transitioning to school or nursery. This enables children to settle well and continue making good progress.
- Children enjoy regular trips to the local library and attend structured group story sessions. The childminder takes every opportunity to talk to children and expose them to a wide and varied vocabulary. However, at times, children do not have the opportunity to discuss their ideas and thoughts fully when responding to the childminder's questions.
- Children's interests are at the heart of the childminder's practice. The childminder engages well with children and supports their learning during their chosen activities. For example, children delight at finding torches in their playroom. The childminder suggests that they build a den under the table where they explore the different patterns and shapes that are projected in the dark.
- Parents are highly complementary about the childminder and the care she provides. They appreciate the flexible service she offers and recognise how this supports the entire family. Parents value the regular information they receive

about children's routines and progress. They acknowledge how this gives them a good insight into the time children spend in the setting.

- The childminder's robust knowledge of individual children enables her to adapt her teaching well to support the different stages of children's learning. For example, when supporting children's mathematical development, she encourages younger children to recognise shapes in the environment. Older children identify numbers and count out objects that represent the same quantity. This ensures that all children make good progress from their starting points.
- Children are confident learners who are eager to explore all the activities the childminder provides. The childminder skilfully identifies when children are curious about subjects and seizes these as opportunities to develop their knowledge further. For example, children hunt for plastic insects in a sensory activity. When the childminder observes children examining them in more detail, she introduces photos of the insects, encouraging discussions about their different features.
- The childminder has a good understanding of how children learn best. She sequences her teaching, building on what children can do and need to know. For example, the childminder plans activities where children develop fine motor skills. Children pick up objects by using tweezers and play fishing games by using magnets on rods. The childminder understands that this promotes children's early writing skills well.

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:

- promote language development further by allowing children the opportunity to participate fully in discussions and provide them with appropriate time to respond to questions.

Setting details

Unique reference number	505383
Local authority	Central Bedfordshire
Inspection number	10359818
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 December 2018

Information about this early years setting

The childminder registered in 1985 and lives in Ampthill, Bedfordshire. She operates all year round, from 7am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 provider and has taken that into account in their evaluation of the provider.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector viewed a sample of relevant documents.
- The inspector observed the interactions between the childminder and the children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and the childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of 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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