

Childminder report

Inspection date: 12 September 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

Children experience a variety of memorable outings and activities that help them build on what they already know and understand. They frequently visit local venues, such as the zoo, parkland, museums and organised activities in the library. The childminder purposefully chooses different parts of these locations that appropriately link to the learning needs of children. This contributes to the childminder's robust curriculum.

In the garden, children enjoy searching for shells in the sand tray. They proudly show the childminder what they have found. Children watch what happens when they mix rain water from a bucket into the dry sand and listen to the childminder's descriptions of what they see. The childminder weaves words and phrases that relate to mathematics into children's play. She uses words such as 'smallest' and 'more than' in her conversations with children, helping them understand the concepts and meaning of different terminologies.

Children behave well. The childminder takes time to explain why simple rules, such as where children can run, are in place. This helps children begin to recognise how to keep themselves and others safe. Children celebrate their successes and positive behaviour and attitudes with stickers. They choose which character they would like. They listen while the childminder reminds them what they did to be given a sticker. This helps to motivate children and contributes to their growing positive self-esteem.

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

- The nurturing childminder quickly builds trusting relationships with children from their very early days in her care. She finds out what children enjoy playing with and their routines they follow at home. This helps the childminder provide familiar resources and consistent routines. In turn, children feel secure and welcome in the childminder's home.
- Children who speak English as an additional language are well supported. The childminder uses visual aids and gestures to help enhance communication and gives children time to process the words she uses. Parents share any important words in the language children hear at home, to help support early communication. Children quickly build on their vocabularies through the stories the childminder reads and the songs she sings with them. By the time they go to school, all children are confident, articulate individuals.
- The childminder works closely with other local childminders. Together, they share information gained through professional development and ideas to help strengthen curriculum development. The childminder reads articles and joins webinars to help her refresh and strengthen her professional knowledge and

understanding. This contributes to the consistently good-quality care and education the childminder provides.

- Children enthusiastically choose activities and resources they would like to explore for themselves. The childminder joins in children's games and explorations, adding questions to help children consolidate what they already know and to move them forward in their learning. For example, children choose to print with ink and stamps. The childminder encourages children to name the creatures they are printing. She names features, such as wings on a butterfly. Children spontaneously begin to count the number of butterflies on their paper. When they miss one, or count the same image more than once, the childminder encourages children to slow down and to try again. She points to the creatures herself, helping children strengthen their understanding of quantity.
- Partnerships with parents are good. The childminder ensures she maintains regular communication and shares information about children's progress with each parent. In turn, parents share updates about what children have been doing during holiday periods and any other special occasions. This helps the childminder incorporate new interests or experiences into her curriculum plans. The childminder seeks feedback from both parents and children to help her continually adapt and improve her provision. As a result, parents and children feel valued.
- Children play and learn in the relaxed and caring environment the childminder creates. This contributes to their growing curiosity and positive attitudes towards learning. In her desire to support children, there are times when the childminder quickly gives children solutions to problems, reducing time for them to have a go or work out how to do things for themselves. As a result, children's creativity and independent thinking skills are not optimised.

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:

- give children more time to work out how to do things and solve problems for themselves and with their friends.

Setting details

Unique reference number	EY218901
Local authority	Central Bedfordshire
Inspection number	10355360
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	3 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	27 November 2018

Information about this early years setting

The childminder registered in 2002 and lives in Dunstable. The childminder operates all year round, from 8am to 4.30pm from Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four- year- old children.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- The inspector observed activities in the childminder's house and garden. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder showed the inspector the areas of her home that children use. She described her curriculum and how children progress.
- The inspector looked at some documentation, including the evidence of the suitability of the childminder and other household members.
- The inspector discussed the quality of teaching she observed with the childminder and has taken this into account in her evaluation of the provision.
- The inspector read satisfaction questionnaires, emails and testimonials sent by parents. She has taken their views into account.

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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