

Childminder report

Inspection date: 24 February 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel happy and secure in the childminder's care. They engage well in independent play and learning. The childminder is aware of children's interests and makes sure they can easily access their favourite toys. For example, children who enjoy building have a variety of construction toys to use. Children talk in detail about the models they have made and explain what different parts are.

Children demonstrate strong communication and language skills. For example, toddlers are learning how to make their needs known through using babble and gestures. Older children use speech very well to talk about their experiences, negotiate and express their ideas. The childminder sensitively repeats words back to children that they have pronounced incorrectly. This further promotes children's communication and language development.

Children are developing good independence skills. They move freely between the childminder's two rooms. Children easily find toys they want to use, such as bags they want to pack as part of their imaginative play. The childminder trusts children to use the bathroom and wash their hands by themselves. Children are pleased to be able to complete these tasks independently. The childminder has high expectations around children's behaviour, such as she expects them to use good manners and kind words. She constantly reminds children to say please and thank you and to share toys. This results in children behaving well and playing cooperatively.

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

- The childminder gets to know children well. She spends time with parents to find out what early experiences children have had and what they can already do when they start to attend her setting. The childminder uses this information, along with her own initial observations of children's learning, to quickly identify what they need to do next. She interacts with children as they play to support their ongoing learning and development.
- Relationships between children and the childminder are warm and friendly. Toddlers often seek her out for cuddles and smile as she holds them. The childminder supports older children to become familiar with visitors to the home. For example, she carries out introductions and tells children why visitors are present.
- Children show their vivid imaginations as they play. For example, they pretend to go on outings, such as to the seaside. Children draw in deep breaths when they say they are going to swim underwater. They talk about how the water has frozen and so pretend to skate. Children engage in high-quality imaginative play

for sustained periods of time.

- The childminder teaches children well through her interactions with them. For example, she introduces children to numbers and shapes as they use construction toys.
- The childminder skilfully plans ways she can entice children to take part in activities that they do not naturally gravitate towards. For example, she provides pictures of children's favourite Disney characters on the drawing table. Children are excited to see these and enjoy colouring and mark making with pencils. The childminder supports the older children to develop skills in preparation for school, for example, by showing them how to sound out and write their names.
- Children enjoy spending time outdoors. The childminder makes good use of the local community to provide a wide range of opportunities for physical play. For example, they visit parks, zoos and a farm. The childminder has plans to develop her garden, so that children can freely move between inside and outside play.
- Parents speak positively about the childminder. They state she provides a home-from-home environment where children feel comfortable. Parents say their children are very excited to attend and benefit from a wide range of activities and outings.
- The childminder networks with other childminders. They offer each other peer support as well as practical help. Children benefit from socialising with other children as they undertake activities together.
- The childminder undertakes some relevant training and research, such as to help her to keep her safeguarding knowledge up to date. However, she does not plan robustly for her ongoing professional development, in order to continuously raise her knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise any signs that children may be at risk of harm or extremist behaviour. She knows how to contact relevant agencies in her local area, to seek advice or to make referrals. The childminder has a clear safeguarding policy in place. This contains information on the use of mobile phones and photographs. The childminder shares her policies with parents to help them to know how she safeguards their children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- engage in professional development opportunities that focus more precisely on further developing teaching skills and knowledge.

Setting details

Unique reference number	EY219601
Local authority	Central Bedfordshire
Inspection number	10132528
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	18 May 2015

Information about this early years setting

The childminder registered in 2002. She operates Monday to Friday, from 7.30am until 4.30pm, except for bank holidays and family holidays. The childminder holds a recognised qualification at level 3.

Information about this inspection

Inspector
Jill Hardaker

Inspection activities

- The inspector looked at the areas of the childminder's home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to safeguarding and complaints procedures.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the written views of parents and discussed the childminder's reflections of her practice with her.

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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