

Childminder report

Inspection date: 28 April 2023

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 thoroughly enjoy their time in the home of this friendly, nurturing childminder. Children have a close bond with the childminder. When children first join, the childminder takes care to build a relationship with their families. Parents are given the opportunity to discuss their child's personal care needs, stages of development and how the childminder can help them further. This helps children to settle in well and make good progress from their starting points in learning. For example, the childminder attends transition meetings with parents to support a smooth move for children into school.

The childminder makes sure children's interests are fully included in her plans for play and learning. She assesses their progress well from the start and knows exactly what they need to learn next. Children confidently move around and choose what they want to play with. The environment is set up to reflect what the childminder knows the children like to do and the skills they are currently developing. Children are learning new words and use them in their play. They practise using new vocabulary in different contexts. This helps children to understand what new words mean. For example, children learn the names of colours. They say the colour names as they sort letters and numbers on a magnetic board. The childminder supports children to have access to a range of learning opportunities throughout the day. For example, she takes children on daily walks and weekly visits to local playgroups, which supports their social interactions.

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

- Children make good progress in their language development. They listen eagerly to the childminder and repeat after her. The childminder speaks clearly and repeats words back to the children to support their pronunciation. The childminder helps children to develop their vocabulary through using a rich variety of language.
- The childminder provides opportunities for children to develop their social skills. For example, they regularly visit playgroups to meet other children. This helps children to feel confident, safe and secure in new social situations where they learn to interact with their peers.
- Parents provide positive feedback and speak highly of the care the childminder provides. They particularly like the activities she arranges to enrich the curriculum, such as trips to parks, farms and playgroups, which expand children's experiences.
- The childminder promotes equality and diversity very well. Children are taught to respect one another's similarities, differences, choices and opinions. They take part in a broad range of activities that help them to learn about different cultures, languages and backgrounds. For example, children learn about other

festivals and celebrations different from their own, such as Eid and Easter.

- The childminder offers appropriate praise to children throughout the day, which helps build their self-esteem. She helps children to gain an awareness of healthy lifestyles. The childminder encourages them to wash their hands before eating and offers fruit for snack.
- Children learn about the world around them to help them make sense of their environment. For example, they learn about changes in the seasons, discussing leaves and flowers while on walks.
- The childminder keeps her knowledge up to date by completing mandatory training and networking with a local group of childminders. She identifies areas of her practice she would like to enhance further. For example, she intends to contact the local authority adviser about accessing some training around communication and language.
- The childminder structures the curriculum to build on what children know and can already do, while taking account of children's interests. However, very occasionally, the childminder interrupts the children's play and the activities they are thoroughly enjoying to complete routine tasks. This does not encourage children to have high levels of engagement in activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities for safeguarding children. She knows the signs and symptoms that might indicate a child is at risk of harm. This includes how to identify children that may develop extreme views and behaviours. The childminder is clear about her reporting procedures and who to contact for advice. The childminder carries out daily checks of her home and minimises any potential hazards to children to ensure their safety.

What does the setting need to do to improve?

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

- review the organisation of the transition between routine activities to ensure that children continue to enjoy a high standard of play, teaching and learning.

Setting details

Unique reference number	EY251865
Local authority	Central Bedfordshire
Inspection number	10280012
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 August 2017

Information about this early years setting

The childminder registered in 2005. She is located in Dunstable, Bedfordshire. She operates from 7.30am to 5.30pm, Monday to Friday, throughout most of the year. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Roswana Bibi

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 observed the interactions between the childminder and children.
- The inspector viewed a sample of documentation, including the childminder's paediatric first-aid certificate.
- The childminder and inspector completed a learning walk together. The childminder shared with the inspector what they want children to learn and how they will do this.
- The inspector observed a range of activities and interactions between the childminder and children to help evaluate the quality of education.

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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