

Childminder report

Inspection date: 25 April 2022

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

Children are happy in this nurturing and safe environment. They are supported to settle at their own pace, and form secure relationships with the childminder and her assistant. Children actively seek them out for comfort and to share their achievements. They have access to a good range of resources and explore their environment with confidence. Children use these resources to independently to extend their own learning. For example, when drawing an octopus, they find pictures from a book to help with their accuracy to draw tentacles.

Children enjoy a range of activities that are planned to engage them in their learning. The childminder uses these opportunities to introduce new vocabulary. For example, children explore melting ice using warm water and salt. The childminder talks with them about how the ice 'melts' but the salt 'dissolves'.

Children successfully practise and develop the skills they will need for their future learning. The childminder places a great emphasis on developing children's self-care skills. When children are getting ready to go outside, the childminder encourages them to put on their own shoes. Children are gently reminded to check if their shoes are 'talking to each other', to make sure they are on their right feet.

Children are well behaved and are confident to engage others in their play. They are able to share and take turns. Children clearly enjoy spending time learning together in this welcoming setting.

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

- The childminder talks confidently about each of the children in her care. She uses her knowledge of what the children can already do and their interests to plan for their next steps in learning. The childminder and her assistant support these next steps through their interactions with children. However, this is not always consistent and, at times, children are not given the opportunity to problem-solve and develop their critical thinking skills.
- Children are very well supported with their physical development. The childminder's well-resourced garden allows them to run, grow their own vegetables and use a small slide. Children have opportunities to develop their physical skills by using equipment designed and built by the childminder's assistant, for example a balance board to help children develop their balancing skills.
- The childminder supports children to develop their communication and language skills. She responds enthusiastically to children's speech. For instance, the childminder warmly repeats the single words communicated by younger children, adding one or two new words to extend their vocabulary and ideas.

- The childminder is proactive in seeking a range of training opportunities. However, her evaluation of her own training needs is not always highly focused on deepening her understanding of the most effective strategies to support children with emerging gaps in their learning.
- The childminder supports her assistant's professional development and shares information and knowledge with them that she has gained from attending training. However, this is not fully effective in enabling her assistant to consistently extend children's learning or provide them with high levels of challenge during activities.
- Children benefit from a wide range of trips and outings to places of interest in their local community. For example, they go for walks in the local area, visit museums and explore local stately homes. Children are able to explore, investigate and develop an understanding of the wider world.
- Parents are very positive about the care and support their children receive from the childminder and her assistant. They comment that they are kept informed about their children's day and what they have been learning. The childminder shares photographs and messages of children's experiences on a daily basis. Parents comment that the childminder provides a home-from-home environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge about how to keep children safe. They recognise the signs and symptoms of the main types of abuse and know what steps to take to protect the children in their setting. The childminder ensures that suitability checks for her assistants are in place and that they are trained in paediatric first aid and safeguarding. The childminder works to ensure that her home is clean, safe and well maintained, so children can play and explore safely.

What does the setting need to do to improve?

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

- strengthen the support given to assistants to help develop their skills and knowledge of how to fully challenge and extend children's learning
- make better use of evaluation to identify where there are gaps in practice and knowledge so that professional development is highly targeted and focused.

Setting details

Unique reference number	EY285013
Local authority	Bedford
Inspection number	10137500
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 11
Total number of places	20
Number of children on roll	20
Date of previous inspection	3 August 2015

Information about this early years setting

The childminder registered in 2004 and lives in Wilstead, Bedfordshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Annette Franklin

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the childminder and discussed how her curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- The inspector held discussions with parents and looked at their testimonials, taking account of their views.

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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