

Childminder report

Inspection date: 26 February 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

The childminder provides a welcoming environment where children feel safe and happy. Before children begin, the childminder offers visits to the setting for families to help children settle in. She gains useful information from parents and this supports children to form early relationships with the childminder and peers. Children demonstrate their confidence and attachment to the childminder when they respond positively to her questions and requests. Parents receive good feedback about their children's day, including daily routines and what they are learning.

The childminder offers a range of learning opportunities for all children. Children are excited to watch the refuse collectors out of the window. The childminder talks to the children about their role and what they do, teaching children about the world they live in. Children demonstrate good concentration skills. They remain engaged in their learning and the childminder asks questions when reading to keep children focused. She uses props during story time to support children's engagement levels further.

Children are kind to each other and share resources. When using the camera to take pictures in their environment, the childminder supports children to take turns. Children show each other how to use the camera and together they share their photos, reflecting on their experience.

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

- The childminder provides care for a range of different aged children. She focuses on teaching children the skills they need for starting school such as building on their confidence, social skills, and language development. She extends this further as children grow, introducing counting, early writing, and name recognition. This provides children with secure foundations for transitioning to a school environment.
- The childminder is aware of the importance of good communication and language skills for young children. She provides a range of learning experiences that focus on developing spoken language such as talking to children throughout the day and repeating words clearly to demonstrate pronunciation. The childminder uses stories and singing to promote communication and introduces new vocabulary found in a range of books.
- Children recall past learning experiences and link their knowledge to their current learning. For example, when reading the hungry caterpillar story, children talk about seeing the real butterflies when they visited the zoo. This helps children to gain a greater understanding. However, when the childminder asks children questions, she does not always allow enough time for children to

think and respond and to share their own ideas.

- Children experience a range of opportunities to develop their physical skills. They enjoy threading and completing puzzles, practising fine motor skills, and developing hand-eye coordination. Furthermore, children also experience activities to enhance their large motor skills, such as dancing, and exploring local outdoor areas for climbing and developing spatial awareness.
- The childminder demonstrates an awareness of the importance of good working relationships with parents and works closely with them from the very beginning. She shares ongoing information with parents, and they are kept up to date regarding their children's progress and achievements. The childminder encourages parents to share learning at home and, for example, this supports children's progress with speech and language. However, continuity of learning across settings is not always achieved as the childminder does not always communicate with other settings where children also attend.
- Children develop their mathematical skills through group games and adult-led activities. For example, children identify the numerals on the foam mats and complete the large puzzle to order the numbers. They also practise counting from one to 10, developing a good knowledge of numbers.
- The childminder provides children with a range of outings. They regularly visit different toddler and library groups to enhance the social development opportunities for children. The childminder also books days out to the farms and zoos local to her where children gain a deeper understanding about the world around them.

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 respond to questions and share ideas during their learning, to further support their critical thinking skills
- strengthen arrangements for sharing information with other early years settings that children attend, to promote continuity in their experiences.

Setting details

Unique reference number	EY291687
Local authority	Central Bedfordshire
Inspection number	10316878
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	1 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	31 May 2018

Information about this early years setting

The childminder registered in 2004 and lives in Dunstable, Bedfordshire. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- This was the first routine inspection the provider 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 childminder talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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