

Childminder report

Inspection date:

6 December 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	Good
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What is it like to attend this early years setting?

The provision is good

Children at this setting are happy and confident. The childminder has developed strong relationships with children and their families. Therefore, children feel safe. They look to the childminder for comfort and reassurance when needed. Children are provided with opportunities to develop their independence throughout the day. Younger children are encouraged to feed themselves and wipe their own noses. Older children pour their own drinks and get themselves ready to go outdoors. Children are well prepared for their next stage of learning.

Children are provided with a range of activities and learning opportunities throughout the day. The childminder reads to children and encourages their love of books. She reads with enthusiasm and excitement, which engages children and encourages them to join in. Children respond by demonstrating their knowledge of stories. They use props to act out familiar stories such as 'The Three Billy Goats Gruff'. Younger children use puppets to initiate singing and rhyming.

Children are kind to each other. They listen and follow instructions well. Children help each other. For example, children share books with their younger peers and point to different things in the pictures. They name each thing, and the younger children listen carefully.

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

- The childminder's curriculum is focused on developing children's independence and social skills in preparation for starting school. She provides children with opportunities to develop skills across the 'Statutory framework for the early years foundation stage' (EYFS), taking into account what children already know and what they are learning next. Children have recently learned to put on their coats and are now learning to do up their zips.
- The childminder plans her environment around the needs of the children. Children are rapidly developing their language skills. The childminder includes lots of nursery rhyme puppets for children to explore. Children choose a puppet and show it to the childminder, who begins to sing. Children join in with singing and actions.
- The childminder demonstrates her clear use of language. This provides children with a good vocabulary. Children have access to a range of singing, rhyming and storytelling resources. The childminder supports children to use these to develop good language and communication skills.
- The childminder reads to children throughout the day and encourages their love of books. She engages children by using a range of voices and interactions. The childminder asks children questions when reading stories to engage children and develop their language skills. However, she does not always use open-ended

questions to extend children's learning further.

- The childminder provides children with meaningful activities. She demonstrates a good awareness of the EYFS and uses this to weave in skills from the seven areas of learning. For example, the childminder plans to decorate the Christmas tree with the children. She adds a range of different-sized baubles to encourage children's mathematical language. There are pipe cleaners for the children to thread their own baubles. This provides children with opportunities to develop their fine motor skills.
- The childminder promotes equality and diversity in the setting. She teaches children about a range of cultures and religious beliefs relevant to those who attend. Children learn about the similarities and differences between them. They discuss their families and how they are different from one another. This prepares children for life in modern Britain.
- The childminder provides parents with good communication. Parents are aware of what their children are learning at the setting. However, the childminder does not always support continued learning at home. Therefore, children do not always benefit from shared learning experiences.
- The childminder attends regular training to keep her knowledge up to date on relevant matters. She recently attended an online session to learn about the effect the pandemic has had on children's learning and progress. She has used this knowledge to support children in her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding procedures for her setting. She is confident to identify risk of harm to children and signs of abuse. The childminder can discuss safeguarding issues in detail, including the 'Prevent' duty and female genital mutilation. She has a good whistle-blowing procedure in place. The childminder is confident to deal with allegations made against herself or anyone else who lives at the setting. The childminder teaches children to be safe when out in the community.

What does the setting need to do to improve?

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

- develop questioning techniques to provide children with appropriate challenge and extend their learning further
- enhance opportunities to further develop children's home learning, to support each individual child's needs.

Setting details

Unique reference number	EY297267
Local authority	Central Bedfordshire
Inspection number	10263112
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	7
Date of previous inspection	20 April 2017

Information about this early years setting

The childminder registered in 2004 and lives in Biggleswade, Bedfordshire. She operates all year round from 8am to 5.30pm, Monday to Thursday, and from 8am to 3pm on Fridays, 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

Vikki Reynolds

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 childminder and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- Parents shared their views on the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.

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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