

Childminder report

Inspection date: 26 July 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 creates a homely, calm environment that supports children to thrive in all areas. Her nurturing approach enables children to settle quickly, and children actively seek out the childminder for comfort. The childminder takes time to get to know each child when they first start. She creates individual plans for them to ensure they settle in the best way.

The childminder demonstrates a good understanding of how children learn best, and she considers children's interests when planning activities. As a result, children make good progress in their learning and development. When children lose interest in activities, the childminder skilfully adapts what they are doing, ensuring planned learning continues in a more interesting form. For example, when children lose interest in counting wheels in a book, the childminder introduces threading, counting the number of balls the children thread on the string.

Children at the setting behave well and they are encouraged to tidy up after themselves. They learn to respect the environment and ensure it is safe for them to play in. The childminder encourages children of all ages to be kind to each other, share and take turns, supporting the development of these skills from a young age.

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

- Children enjoy exploring the local area as part of their daily routines. The childminder supports children to develop their walking stamina from a young age, encouraging them to explore away from the buggy. Children talk about their walks across the road bridge. They stop and count the different vehicles that travel underneath them. At the nearby woodland area, children have opportunities to explore fallen trees and stumps. They take part in supervised risky play and develop their physical skills well.
- The childminder actively encourages children to develop a sense of responsibility and independence. Children know to wash their hands before they have snack and complete this independently. At snack time, they peel their own oranges. They proudly show the childminder how they have done this independently. The childminder offers praise to the children, building on their self-esteem.
- The childminder joins children's play and uses language to support their development. She regularly revisits prior learning experiences to support and strengthen their knowledge. For example, while the children are playing with play dough, the childminder revisits the story about a gingerbread man. She encourages children to retell the story with the cutters and they enjoy repeating phrases from it.
- The childminder creates a curriculum that builds on the knowledge children already have. She asks children questions and scaffolds their play to support

learning. The childminder regularly narrates play. At times, however, she does not allow children time to answer her questions during conversations. This means children do not always develop ideas independently, to increase their learning even further.

- The childminder supports children with their transitions to nursery and, as a result, they are well prepared. Children regularly visit the nursery with the childminder to collect older children and be part of school activities. For example, the children recently attended the school sports day. This familiarises them with the environment.
- The childminder supports children with special educational needs and/or disabilities (SEND) well. She works closely with parents to ensure information is shared and development concerns are discussed at the earliest opportunity. When professionals become involved, the childminder confidently follows their advice and implements strategies to support development. As a result, children with SEND make good progress.
- Parents speak very highly of the childminder. They talk of her 'communication lifeline', which provides them with conversation starters at home. Parents discuss how much their children enjoy attending the setting and the wide variety of experiences the childminder offers.
- The childminder regularly completes training. She has a clear development plan for her own professional development and embeds learning into practice. Most recently, the childminder completed training on oral hygiene. She shared her knowledge with parents to ensure consistency in approaches to children's oral hygiene.

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:

- continue to build on already good practice to ensure children consistently have opportunities to think for themselves and develop their own ideas in play.

Setting details

Unique reference number	EY303962
Local authority	Central Bedfordshire
Inspection number	10355247
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 November 2018

Information about this early years setting

The childminder registered in 2005 and lives in Clophill, Bedfordshire. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She is eligible for funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

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 and the inspector completed a learning walk together of all the areas of the setting and discussed the childminder's curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector looked at reviews from the parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.

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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