

Childminder report

Inspection date: 25 September 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

Children are very happy and confident individuals in the childminder's welcoming home. The childminder focuses on getting to know children before they start with her. This helps them to swiftly settle. The childminder offers a flexible curriculum that enables children to take ownership of their own learning, and her quality interactions build on their knowledge. Children choose to remain at a dough activity for a long period of time. The childminder challenges children to use a range of small tools and their hands to mould different shapes. This helps to build on the small muscles in their hands in readiness for writing. The childminder skilfully enhances children's understanding of mathematical concepts, such as quantities and basic addition. She encourages children to count the number of sausages they make and identify how the total changes when they divide them in half.

The childminder is a positive role model. She consistently uses good manners when speaking with children. This motivates children to say please and thank you when they ask for and receive specific toys. Children are encouraged to carry out age-appropriate responsibilities, such as washing and drying their hands and collecting their bib prior to eating lunch. This helps to build on their independence. Children have a wonderful time exploring sound on the childminder's piano.

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

- The experienced childminder has a secure understanding of how children learn and develop. She provides a curriculum that is based around the things that children enjoy. This keeps children interested and inspired to learn. She works in partnership with parents to find out about their experiences and achievements at home. However, the childminder does not make the very best use of this information to precisely inform her planning to build on children's learning.
- Children learn how to respect others and behave well. They happily follow the childminder's routines and expectations. The childminder's sensitive interactions teach children to take turns and build friendships. This results in children sharing dolls and toy buggies to enable them to resume their imaginative play together. Children pretend to take their dolls to work and to the shops, demonstrating harmonious relationships.
- The childminder promotes children's understanding of a healthy lifestyle effectively. For instance, children help to plant and nurture various fruits and vegetables in the childminder's garden. They observe their growth closely and learn to recognise when they are ready to harvest. These home-grown ingredients are then used in freshly prepared, nutritious meals, with the children actively participating in the meal preparation. This encourages them to try new foods and broadens their tastes.
- Children are confident communicators for their age. The childminder places a

strong focus on promoting children's communication and language skills. She models language well and gives children time to listen and respond to questions. The childminder frequently repeats what children say to help them hear the correct pronunciation of words.

- Children express a strong love of books. They select their preferred books and enjoy looking at these independently and with the childminder. She takes the time to embrace and respond to children's inquisitiveness about the characters they see in the books. This helps them become more aware of different family structures and challenges gender stereotypes.
- The childminder has links with other childminders. This provides her with opportunities to share good practice and hold professional discussions. The childminder completes statutory training, such as first aid and safeguarding. However, she does not routinely identify and use other professional development opportunities to further extend her teaching skills and knowledge.
- Children develop good physical skills and swiftly learn to assess their own risks. They build strength and stamina as they climb large apparatus at local parks. Children work out how to use a water pump to dispense water into a trail which they jump in and out of, safely negotiating a different terrain.
- Parents value the childminder's service, particularly the nurturing environment she provides. They describe her as 'kind' and 'professional'. Parents feel informed about the progress their children are making. They appreciate the wide variety of experiences that the childminder offers, to enrich children's understanding of the wider world. This includes regular outings to a farm, where children learn how to safely feed and care for animals, such as brushing the coat of Shetland ponies. Visits to the local care home supports children's understanding of empathy as they sing and share musical instruments with the residents.

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:

- make the best possible use of the information provided by parents to build on children's learning
- identify and use a wider range of professional development opportunities to further enhance teaching skills and knowledge.

Setting details

Unique reference number	EY333041
Local authority	Central Bedfordshire
Inspection number	10355322
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	2 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 November 2018

Information about this early years setting

The childminder registered in 2006 and lives in Clifton, Shefford. She operates from 7.30am until 5.30pm, Tuesday, Wednesday and Thursday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection and spoke to children.
- The childminder carried out a joint evaluation of an activity with the inspector, and they discussed their findings.
- The inspector took account of the views of parents through written feedback provided.

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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