

Childminder report

Inspection date: 6 February 2023

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 at the setting. The childminder has taken time to build strong relationships with all families and, therefore, children are confident and very settled. Children introduce themselves and share their experiences with visitors. For example, they talk about the aeroplanes they have recently visited at a local centre. They are confident in their surroundings and this supports them in communicating effectively with others.

Children have a voice. For example, they choose what they would like to play with or where they would like to sit at snack time. The childminder reminds children they have a choice and gives them options relating to all activities and routines.

Children are kind to each other. They share toys and take turns, and use 'please' and 'thank you' when talking to each other and adults around them. Children are enthusiastic and engaged in activities. They choose books to look at and ask the childminder to read to them. They listen carefully and are fully engaged in the stories being read. Children develop a love of reading and stories when they are at the setting.

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

- The childminder has developed a curriculum that focuses on the personal, social and emotional development of all children. She encourages children to develop a love of learning by teaching new skills and knowledge based around children's interests. This helps children to be engaged and interested in each activity the childminder provides.
- Mathematics is embedded throughout all activities and the childminder skilfully encourages children to use and develop their mathematical skills. For example, children count the trains as they line them up and use positional language as they play together.
- The childminder encourages communication and language development throughout everyday routines. She sings to the children at different times during their daily routine, such as handwashing and tidy-up time. When children ask to play with the bubbles, the childminder sings a song related to the activity. Children hear a clear and wide vocabulary and learn to speak a vast range of words.
- The childminder provides children with additional experiences to those within the setting. For example, children go to toddler acrobatics classes to help develop their physical, listening and communication skills. This means children benefit from a range of activities and experiences to broaden their knowledge and development.
- Children engage in activities and ask questions to extend their own learning. The

childminder interacts with them and keeps their interest using language and props. She uses open-ended questions. However, she does not always give children enough time to respond before telling them the answer. Therefore, children do not always have time to fully develop their thinking skills.

- The childminder provides children and families with settling-in sessions prior to starting at the setting. This means that parents and children develop relationships and build trust with the childminder before children are left with her. With a gradual introduction to the setting, children settle well. They demonstrate that they are relaxed and comfortable with the childminder and turn to her for reassurance and comfort.
- The childminder risk assesses the setting and outdoor area prior to use. She ensures that toys are not broken, areas are clear of trip hazards and the environment is clean. She ensures that she risk assesses outings and provides a safe environment for children. She updates and improves the environment on an ongoing basis. For example, door guards have been added to avoid children trapping their fingers.
- The childminder reflects on her practice and attends regular training to keep her knowledge and skills up to date. For example, she has recently attended training around communication and language skills, as well as on autism. This has provided her with further knowledge to identify any concerns or signs a child may show in the future.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding young children. She is confident to discuss the signs of a range of types of abuse or neglect, such as emotional and physical abuse. The childminder has a good knowledge of wider safeguarding concerns, including the 'Prevent' duty and female genital mutilation. She attends regular training and keeps her knowledge up to date. The childminder is confident to contact the local authority's designated officer to refer any concerns about another professional or member of her household.

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 think and respond to questions to extend communication and thinking skills further.

Setting details

Unique reference number	EY356297
Local authority	Central Bedfordshire
Inspection number	10276257
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 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 July 2017

Information about this early years setting

The childminder registered in 2007 and lives in Biggleswade. She operates her provision all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 6. 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 setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she want children to learn.
- 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.
- 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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