

Childminder report

Inspection date: 11 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

The childminder provides a friendly and comforting home for children. Babies and children demonstrate secure attachments to the childminder as they greet her with smiles on arrival. Babies are soothed by her cuddles and calming voice. Children invite the childminder into their play and repeat familiar activities that help them feel settled. For example, children hide their heads under scarves and wait with anticipation, then peek out to say 'Boo!' They place a scarf over the childminder's head to join in. Older children suggest the babies also join in and have a turn. This helps to develop their sense of belonging and emotional resilience.

The childminder supports children's social skills that help reflect the positive and respectful culture of her setting. She reminds children to be kind to their friends. Children ask each other for a turn of the toys, using 'please' and 'thank you'. The childminder plans games so that children learn in a practical way about taking turns. Older children wait patiently for their turn. Children have good opportunities to develop their finger muscle strength. The childminder provides them with play dough, which they squish and squeeze. Older children use pencils to draw with purpose, gaining control over the marks they make.

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

- The childminder is open to making improvements to her practice. She has taken swift steps to meet a recent action set by Ofsted. She further reflects on her practice to develop her skills to promote the education for children in her care. Records are meticulous and detail information required to promote children's welfare.
- The childminder uses her play-based curriculum to help children be ready for school. She focuses on key areas children need to be confident, sociable and independent. The childminder talks to the children. She sings songs and rhymes and adds new language to their play. As children fill and pour water with pots, the childminder adds words, such as 'full', 'empty', 'on top of' and 'higher', to help children gain an understanding of early mathematical concepts.
- The qualified childminder understands what children can learn during the activities she provides. She plans to meet children's individual needs and follows their interests. However, at times, she does not allow children to embed the skills she is supporting them to learn. For example, when children are concentrating and moulding teeth out of play dough, she moves the play on to other tasks that have a new focus.
- Children have opportunities to explore during their play. The childminder assesses their knowledge and asks them questions to obtain their level of development. She asks a range of questions to help develop children's thinking. For example, when children play with a shape sorter and the bricks become

stuck, the childminder prompts children to think about what they can do. However, she does not consistently promote children's critical thinking skills, and sometimes she asks testing questions that do not give children the opportunity to solve problems themselves.

- The childminder builds strong relationships with parents. Parents are very happy with the care and education the childminder gives to their children. The partnership helps them to support their children's learning at home. For example, the childminder helps parents play turn-taking games to support children's emotional development.
- The childminder helps children build on their developing personal care skills. Babies use their hands and spoons to feed themselves. The childminder patiently instructs children to undo their shoes and take them off. These skills help children to gain the independence they need to be ready for the next stage of their education.
- Children are learning what contributes to a healthy lifestyle. Children follow the routine of handwashing, knowing they must use soap to wash away the germs. The childminder works with parents to make sure that children receive healthy meals and snacks. The childminder ensures that outdoor and physical play are included every day to help build on children's good health.
- The childminder offers children a range of activities to use their whole bodies. Children enjoy the fresh air as they kick balls and throw beanbags at targets to develop their coordination. Older children throw balloons up high and attempt to catch them. The childminder helps babies understand where their bodies are as they look in mirrors and point to their nose and eyes.

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:

- support children to securely embed their learning by giving them sufficient time before moving on to the next step of learning
- consistently help children to solve problems by promoting their critical thinking skills during play.

Setting details

Unique reference number	EY358625
Local authority	Central Bedfordshire
Inspection number	10365293
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 September 2019

Information about this early years setting

The childminder registered in 2007, and she lives in Stewartby, Bedfordshire. The childminder offers care Monday to Friday, from 7am until 6pm, all year round. She has a recognised childcare qualification.

Information about this inspection

Inspector
Elke Rockey

Inspection activities

- The childminder joined the inspector on a learning walk and talked about their curriculum and what they want the 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 spoke to a small number of parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.
- Children talked with the inspector during the inspection.

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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