

Childminder report

Inspection date: 3 October 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 enjoy their time in this warm, homely setting. The childminder provides a nurturing environment where children feel safe. They regularly approach her for cuddles and affection and seek her out for comfort when tired. Children of all ages demonstrate high levels of confidence. The childminder supports this by offering lots of praise for children's achievements and efforts in activities. Children are friendly and polite towards visitors and engage them in their play. For example, children talk excitedly about their visits to the zoo. They tell visitors about the animals they see and demonstrate the noises that they make.

Children have access to a wide range of interesting and age-appropriate activities that the childminder adapts well to meet the needs of all children. For example, young children enjoy exploring the texture of chestnuts, leaves and pumpkins in an autumn-themed activity. Older children are encouraged to discuss the shapes and colours of the objects.

Children engage in a wide range of activities that support their understanding and respect for the environment in which they live. For example, they enjoy regular trips to the family farm where they learn about life cycles in nature. They collect eggs from the chickens and observe lambs being born.

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

- The childminder works hard to build relationships with other settings. She shares information about children's development to support their learning. For example, the childminder engages well with pre-school leaders. She considers their learning topics when planning activities to complement children's development. For example, the childminder encourages children to collect autumnal objects on their walk. They take them into pre-school to explore with their friends.
- Children behave well in the setting. The childminder is consistent in her approach to behaviour management. She uses age-appropriate methods to support children to understand unacceptable behaviours and the impact their actions may have on themselves and others.
- The childminder has good knowledge of the children she cares for. She uses this information to plan activities to support children's emotional development. For example, young children are learning to take turns and follow instructions. The childminder initiates several small-group activities where children need to share resources and cooperate with one another.
- Children are learning about healthy eating. The childminder provides a variety of healthy meals and snacks. Children all sit together around the table along with the childminder, who joins in their conversations. For example, at lunchtime, children talk about their favourite foods and the healthy fillings they would like in

their sandwiches.

- The childminder supports children's language development well. She speaks to children clearly and supports them to develop a wide vocabulary. The childminder role models new, descriptive words and consistently corrects children's mispronunciations.
- The childminder supports children's growing independence well. She encourages them to complete age-appropriate tasks. For example, children tidy up after activities and wash their hands and faces after meals and snacks. This prepares them for the routines of school.
- The childminder supports children to develop a good understanding of how to stay safe. She encourages children to assess and evaluate potential risks in their play. For example, children use a box as a makeshift slide. The childminder explores with them what could happen if they slipped off and bumped into their friends.
- Feedback from parents is positive. They comment on her nurturing approach and the close relationship she forms with children. Parents value the wide range of activities children enjoy and the numerous trips out they take. They acknowledge the positive impact this has on children's development.
- The childminder monitors children's learning well. She makes good use of assessments and has a strong understanding of children's abilities and next steps. The childminder plans activities based on children's interests to support their development in these areas. However, she does not always display the same focus on children's individual learning in unplanned activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of the signs and symptoms that could indicate a child is at risk of harm. She understands the correct procedures to follow when sharing these concerns with the appropriate authority. The childminder completes regular safeguarding training in accordance with local authority guidelines. This supports her in keeping her knowledge up to date with changes in legislation.

What does the setting need to do to improve?

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

- ensure children receive the same high-quality teaching in sessions of free play as they do in planned activities.

Setting details

Unique reference number	EY363330
Local authority	Central Bedfordshire
Inspection number	10235150
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 November 2016

Information about this early years setting

The childminder registered in 2008 and provides care in her co-childminder's home in the village of Eaton Bray. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Antonia Campbell

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 provider and has taken that into account in their evaluation of the provider.
- The inspector considered the views of parents by viewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living or working at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of 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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