

Childminder report

Inspection date: 16 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder. They enthusiastically join in the activities the childminder plans for them. The childminder ensures that children of differing ages are included in the activities. This allows them to explore at a pace and in ways that match their interests and abilities. For example, very young children spend long periods of time moving toy food from one basket to another. Meanwhile, older children follow the instructions given by the childminder to find different items of food that are good to eat. They carefully count and sort fruit and vegetables and talk about items that are not so good to eat. This helps children begin to make healthy choices while they practise skills in mathematics.

Children develop a love for books. They snuggle up on the childminder's lap to listen to the stories she reads, helping to turn the pages when needed. Through the stories, the childminder introduces new words that children begin to use themselves, helping to build on their vocabularies. In time, children become articulate and confident individuals.

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

- The dedicated childminder strives to increase her knowledge and understanding about how children learn. For example, she is currently studying for a relevant level 3 qualification, showing commitment and passion for her work. The childminder seeks support and advice from the local authority child development officer and other childminders, contributing to new ideas the childminder incorporates into her curriculum and teaching methods. This helps children make good progress in their learning.
- Children behave well. They follow the clear and simple rules the childminder sets to help provide consistent expectations. The childminder gives gentle reminders to children about taking turns and sharing. Minor disputes are quickly resolved, helping children begin to regulate their emotions and attitudes towards others.
- The childminder maintains good relationships with parents and staff from other settings that children also attend. Clear communication helps to ensure that any emerging gaps in learning are quickly identified and closed. The childminder carefully plans activities and experiences that compliment those provided in other settings, helping children consolidate their understanding before moving on to what they need to learn next.
- Children embrace the local environment. The childminder takes them on outings and trips that are fun and memorable. They attend organised groups to meet and play with other children, visit the local zoo and country parks, allowing children to explore in different ways.
- Children who speak English as an additional language are supported well. The childminder learns words and phrases that are important and familiar to children

in the language they hear at home. She uses books that are printed in different languages that all children can access. Flash cards, depicting routines, such as eating and washing hands help children understand what is going to happen next, aiding communication right from the start. This helps children feel settled and secure in the childminder's care.

- From a young age, children learn skills that help them become independent. This helps to prepare them for school. For example, children practise chopping soft fruit for their snack. The childminder supports them to safely slice their food. This helps children develop skills to begin to keep themselves safe. Children also follow the childminder's gentle reminders of how to wash their hands and brush their teeth. This contributes to children's positive attitudes towards good hygiene routines.
- The childminder uses her regular assessments of children to help her identify what they need to learn next through the curriculum. However, at times, the childminder does not add sufficient challenge to adult-led or children's self-chosen play. Consequently, children do not rapidly build on what they already know and understand.

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:

- add even more challenge to adult-led and children's self-chosen activities to help maximise children's learning and development.

Setting details

Unique reference number	EY370355
Local authority	Central Bedfordshire
Inspection number	10308249
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 March 2018

Information about this early years setting

The childminder registered in 2008. She operates all year round, from 7.30am to 6pm Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katrina Rodden

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 this into account in her evaluation of the provision.
- The inspector observed activities in the childminder's home. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder described her curriculum to the inspector and highlighted the impact this has on children's learning and development.
- The inspector observed a planned activity the childminder had prepared. The childminder and inspector discussed the activity.
- The inspector looked at a range of documents, including the evidence of the suitability of household members, and evidence of the childminder's continued professional development.
- The inspector read letters from parents. She took their views into consideration in her evaluation of the provision.

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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