

Childminder report

Inspection date: 23 January 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 helps children to instil a positive attitude to learning. She injects enthusiasm into experiences and praises children for trying. This encourages children to continue to persevere at a task. The childminder sets clear expectations through routines. Children behave well and understand what they need to do at transition times. For example, young children say, 'bye bye' and wave to the toys as they are tidying away.

The childminder supports children's communication skills exceptionally well. She speaks to children at their level, making clear eye contact. She uses different strategies to help children become immersed in language. When the childminder sings songs, she signs key words. She asks children questions and waits patiently for them to answer. As she signs the gestures for feelings and makes the associated facial expressions, children wait their turn in anticipation to answer, and shake with excitement as they say they are feeling 'happy'. The childminder encourages the older children to consider how babies are feeling and label these feelings. This helps build empathy from a very early age. The childminder introduces children to new words and helps them understand what they mean. For instance, when tapping a spoon, she says the word 'tap'. When children refer to animals by their noise, she repeats this and names the animal as well. The childminder builds on children's understanding further by singing animal songs.

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

- The childminder has a good understanding of child development and how children learn. Her philosophy that children learn through play is securely established in her practice. She has a logical approach to her curriculum, which helps children to progress through the next stages of their learning. All activities have a focus that benefits children's development. Furthermore, she embeds children's knowledge and skills by giving them many opportunities to repeat and practise them through a range of experiences.
- Children are settled and happy to attend the childminder's home. The childminder knows the children well and recognises when they need support. She cuddles babies, responding to any crying swiftly. She is tuned into young children's speech, which helps to meet their needs effectively.
- The childminder supports children who speak English as an additional language effectively. She works with parents to understand the key words that children speak. The childminder also uses these words and then states the associated English word. This helps children develop their understanding in both languages.
- There is good communication between the childminder and parents. They receive daily information about their child and regular updates about their child's learning, such as the progress check between the ages of two and three years.

Parents appreciate the opportunities provided to their children and write that their children sometimes do not want to come home when they are collected.

- The childminder takes children on visits in the local area to provide children with a range of experiences. She is clear about what she wants children to learn during each outing. Children experience different social situations, such as being around larger groups of children at playgroups. They visit the woods to help build on their understanding of the natural world.
- The childminder helps children to begin to gain an understanding of mathematical ideas. Children scoop and pour rice into pots. The childminder uses language including 'empty, gone' and 'more'. Children use and repeat these correctly, demonstrating their knowledge. Together they count scoops of rice accurately. This helps children begin to understand the concept of quantities.
- The childminder provides activities that children enjoy. They read books together, complete puzzles and dance to songs. The childminder's interactions are good and help children learn about all areas of the curriculum. However, she does not always fully support children to sustain their concentration and become deeply engaged in their learning.
- The childminder connects with other childminders to support her knowledge and skills. She also completes a range of training to help support her practice. However, these opportunities are not always specifically aimed at the children she has attending her care.

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:

- help children further extend their concentration skills, so they become deeply engaged in their learning
- refine professional development opportunities further, so they specifically target the children attending.

Setting details

Unique reference number	EY396536
Local authority	Central Bedfordshire
Inspection number	10301069
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 3
Total number of places	6
Number of children on roll	0
Date of previous inspection	31 January 2018

Information about this early years setting

The childminder registered in 2009 and lives in Dunstable. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Elke Rockey

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 provision.
- The childminder told the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a planned activity.
- The inspector read several written testimonials from parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, including information relating to 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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