

Childminder report

Inspection date: 6 February 2020

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 organises the play environment well to give children plenty of opportunities to choose what they want to play with. Children respond well to the childminder's enthusiastic manner. They take part in activities, such as singing songs together, with obvious enjoyment. They begin to learn to count backwards as they sing songs about cheeky monkeys. Although children are still settling in, they have swiftly developed good bonds with the childminder. They enjoy her reassuring cuddles and look to her for emotional support. The childminder provides children with praise and encouragement, which builds up their growing confidence.

Children learn key skills that they need for their future learning. The childminder talks to them as they play, teaching them new words and encouraging vocal responses. Children eagerly look through the good selection of books, and have great interest in examining those that have buttons and flaps. They learn how useful electronic media is as they listen to the childminder ask an electronic 'assistant' to play their favourite nursery rhymes. Children have daily access to the childminder's garden, where they develop their physical skills on sit-and-ride cars, and clamber up the slide.

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

- Children enjoy a healthy and balanced diet. The childminder offers a good variety of meals and snacks, such as pasta, fresh fruit and vegetables. Children learn good manners as they sit at the table to eat together. The childminder supports them well, teaching them about the benefits of nutritious foods. She is mindful of children's dietary needs and supervises young children as they eat, to keep them safe.
- Children learn good behaviour from a young age. The childminder encourages children to play together and helps them to share and take turns with their toys. She provides praise when children spontaneously show kind and helpful behaviour, such as when tidying away toys ready for lunch. Children learn to manage their own needs, as appropriate for their age. Even the youngest children know where to put used tissues after they have wiped their noses.
- Children have some opportunities to learn about other cultures. For example, older children marked Chinese New Year with some creative activities. However, the childminder has not fully considered how she can help children to understand and respect religions, lifestyles and cultures outside of their own experience.
- The childminder retains enthusiasm for her business. She gives children's safety and happiness her highest priority. She observes children to understand their interests and plans enjoyable experiences that cover the areas of learning. The

childminder encourages children to explore new activities, such as playing imaginatively with a well-stocked play kitchen. She regularly assesses children's development to ensure she is quickly aware of any signs of delay in their learning.

- The childminder asks parents to indicate their children's developmental levels when they first start. However, she does not gather detailed information about children's home lives and prior experiences, to help her to plan her curriculum more precisely. That said, she does provide parents with good information about children's activities and care routines while they are in her care. Parents speak well of the childminder and have cordial relationships with her.
- The childminder keeps up to date with her training needs. She makes sure any required training is completed on time, such as refreshing her safeguarding knowledge. She meets with other childminders to share new ideas and develop good practice. Professional development is targeted well to support children she cares for. For example, she is learning some key words and phrases in other languages, to support children learning English as an additional language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to protect children. She completes training regularly to keep her knowledge up to date. Safeguarding information is displayed in her home so she can quickly make referrals if she needs to. The childminder is alert to wider safeguarding issues, such as risks to children within their local community. She makes sure parents are kept informed of any accidents to children.

What does the setting need to do to improve?

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

- seek more detailed information from parents about children's home lives and prior experiences, to enhance planning for children's future learning
- enhance children's opportunities to learn more about other families' faiths, lifestyles and cultures that are outside of their own experience.

Setting details

Unique reference number	EY397272
Local authority	Central Bedfordshire
Inspection number	10074298
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 January 2016

Information about this early years setting

The childminder registered in 2009 and lives in Flitwick, Bedfordshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Veronica Sharpe

Inspection activities

- The inspector and the childminder discussed how the childminder manages her provision and makes plans for children's learning.
- The inspector observed children playing indoors and outside, and evaluated the quality of their interactions with the childminder.
- The inspector discussed with the childminder how she manages the partnerships with parents.
- Relevant documents were looked at, including evidence of training and the childminder's suitability.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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