

Childminder report

Inspection date: 22 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel safe and secure in this warm and friendly environment. They regularly cuddle up to the childminder for stories and affection. Children's needs are well met as the nurturing childminder understands them well. Her flexible approach to routines and activities supports children's emotional well-being and learning.

Children engage well in all the learning opportunities the childminder provides. The childminder plans activities and provides resources based upon children's interests and next steps. Children's communication and language development is well-supported. For example, when they explore volcanos and earthquakes, the childminder introduces new vocabulary such as 'eruption' and 'dormant'. She uses age-appropriate methods to support children's understanding of these new words.

Children display high levels of confidence in the setting. They rush to greet visitors, introducing themselves and their friends. Children have a positive attitude to learning. They are willing to have a go in all activities. The childminder supports this with lots of praise for children's efforts. For example, in a counting activity, children struggle to group play dough to the corresponding numbers. The childminder uses positive language to encourage them, cheering them when they succeed.

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

- The childminder extends children's learning well. In a mathematical activity, children count how many play dough balls they make. The childminder skilfully introduces wooden numbers to encourage number identification.
- The childminder places sharp focus on children's language development. She provides a language-rich environment with numerous books to explore. The childminder role models speech and helps children to pronounce words correctly. This assists children to develop good knowledge of the English language.
- The childminder works closely with parents to gain information about children's early experiences. She uses this knowledge to plan activities to support children's development. For example, children enjoy small group sessions and library visits to support their social development.
- The childminder adapts activities well to meet the needs of all children. In a play dough activity, young children are encouraged to explore the marks they make with the various tools. Older children are supported to count the shapes they make.
- Children behave well in the setting. They have a close bond with one another and are kind and considerate. Children willingly share resources and take turns in activities. When exploring interactive books, children invite their friends to join

in. They take it in turns to lift the flaps and turn pages.

- Children learn to keep themselves safe. The childminder supports this by encouraging children to identify risks in their play. For example, when using scarves in a hide and seek game, children explore what could happen if they slip on them.
- Children demonstrate good knowledge of healthy lifestyles. They talk about the fruits and vegetables they enjoy for snacks. The childminder supports this by growing fruit and vegetables with children in the garden. They also help to care for the family's chickens. Children enjoy regular trips to local parks to support their physical development.
- The childminder demonstrates integrity in supporting children's development. She allocates additional funding appropriately to meet the needs of the children. For example, she purchased outdoor resources to support children to safely continue their learning during the COVID-19 pandemic.
- Parents speak highly of the childminder and the care she offers. They comment on the high-quality communication they receive about children's routines and development. All parents comment on how swiftly their children settled in the childminder's care and the strong bond that they have with her.
- Children show high levels of curiosity in their play. The childminder supports this by allowing them time to thoroughly immerse themselves in tasks. Children explore various vehicles and describe their unique features. For example, they mimic the sounds of reversing lorries. However, the childminder does not always ask appropriate questions to extend their thinking.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms that could indicate that a child is at risk of harm. She demonstrates good knowledge of what to do if she has concerns about a child and the referral process to follow. The childminder completes comprehensive risk assessments of her home and garden to ensure that all areas are safe for children.

What does the setting need to do to improve?

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

- improve knowledge of how to consistently support children's developing critical thinking skills.

Setting details

Unique reference number	EY399258
Local authority	Central Bedfordshire
Inspection number	10137509
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 November 2015

Information about this early years setting

The childminder was registered in 2009 and lives in Flitwick, Bedford. She operates all year round from 8.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- This was the first routine inspection the provider 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 observed the quality of education to assess the impact on children's learning.
- The inspector considered the views of parents by speaking to several during the inspection.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector and childminder discussed how the early years setting is organised.
- 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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