

Childminder report

Inspection date: 19 June 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 provides a warm and welcoming environment, where children settle quickly and are happy. She builds strong relationships with all children and invites families to the setting prior to starting. This helps children to become familiar with their new surroundings and to feel safe in the childminder's care.

Parents comment on the excellent selection of outings provided. The childminder plans visits to places within the local community that support and extend on children's learning. For example, children enjoy attending various playgroups where they can meet new friends and develop their social skills and interactions to a high level. The childminder prioritises this in preparation for children moving onto larger settings and the school environment.

The childminder has high expectations for children's behaviour. Children demonstrate their understanding of the rules in place and they follow the simple instructions given by the childminder. Children learn about a range of emotions. The childminder talks to children about how they are feeling and provides visual prompts to encourage young children to learn about a range of feelings and emotions.

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

- Communication between the childminder and parents is excellent. She has in-depth conversations with parents every day to inform them of children's routines, care and learning. She regularly shares children's achievements and send photos and updates. Parents are grateful for the regular communication and say this reassures them, knowing their children are safe and happy with the childminder.
- The childminder is considerate of children's experiences at home. She often reflects on this and plans opportunities for children that extend on what they already know and experience outside of the setting. For example, children enjoy shopping at the market and choosing new fruits to try at snack time. Furthermore, the childminder provides information for parents to help them continue children's learning at home, providing consistency and a shared approach to children's learning.
- Older children demonstrate their independence when washing their hands for snack and making choices about their play. However, the childminder does not always provide opportunities for all children to develop a high standard of self-care from a young age. For example, the childminder does not encourage young children to help with dressing routines and feeding themselves.
- The childminder provides opportunities for children to extend their mathematical knowledge. She includes numerals in the setting and children enjoy recognising

numbers in the local community. The childminder counts when children place bangles on her wrist and introduces simple mathematical problems for children to solve. She asks questions such as, 'Can you add one more?' and 'How many?', extending children's knowledge even further.

- The childminder plans activities for children to develop their speech and language skills. She names different objects in English and children's home language to develop their speech and understanding of both languages. Children enjoy singing with the childminder. She initiates singing throughout children's play, giving them further opportunity to practice their speech development and introduce a range of vocabulary. However, the childminder does not consider the impact of background music on children's learning. In particular, the impact it has on children's speech and language development.
- Children are excited to join in with various mark-making opportunities. They demonstrate their skills when using a range of tools, including scissors and enjoy using water pens to make marks on the mat. Children are amazed as they watch their marks dry and disappear, demonstrating awe and wonder. The childminder skilfully differentiates activities to extend the learning for older children, introducing shapes and letters and encouraging children to recognise and write their own name.
- The childminder understands the importance of working in partnership with other professionals and has developed a good relationship with the local primary school and pre-school. She ensures information is passed on to teachers to support children through the transition process into their next stage of learning, helping them to settle quickly.

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:

- promote children's independence even further and encourage them to do more things for themselves
- review the use of music playing in the background and consider the impact this has on children's speech and language development.

Setting details

Unique reference number	EY414231
Local authority	Bedford
Inspection number	10344361
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 September 2018

Information about this early years setting

The childminder registered in 2010 and lives in Kempston. She operates all year round from 9am to 3pm, 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

Vikki Reynolds

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 setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector spoke to parents during the inspection and took account of their views.

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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