

Childminder report

Inspection date: 22 May 2025

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

Children feel at home in this warm and welcoming learning environment. The childminder has created a dedicated playroom where children confidently select resources for themselves and their friends to explore. She considers the changing interests of all children who attend by planning her environment, and the activities within it, based on regular feedback that children provide. The childminder's robust knowledge of children and their learning needs allows her to provide precise support. For example, children engage in numerous group games where they work as a team and develop resilience and perseverance in challenging situations.

Children are highly sociable and engage well with one another and adults. They chat to visitors confidently and encourage them to join in their play. Children organise games between themselves, navigating the rules and cooperating well with one another. For example, they share out sports equipment and organise tennis and football games with their friends. The childminder provides children with plenty of opportunity to practise these skills. They attend various organised group play sessions within their community and enjoy visiting local farms and parks with their friends.

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

- The childminder monitors children's development closely. She demonstrates a precise understanding of children's level of progress that she shares with parents and other professionals where appropriate. The childminder establishes effective means of communication with other settings children attend. This provides a consistent approach to supporting children's development.
- Children display strong language skills and are confident communicators. Babies babble, sing and mimic the noises animals make. Older children use complex vocabulary during engaging discussions with one another and their childminder. Developing children's communication skills is central to the childminder's curriculum. Her strong teaching methods gained from extensive training and robust evaluation allows her to share her knowledge and enhance her practice as well as that of other childcare professionals.
- The childminder's robust knowledge of individual children enables her to adapt her teaching well to support the different learning needs of children. For example, all children become engrossed in a modelling dough activity. Their older friends explore the texture and develop muscle strength creating shapes. Older children identify shapes and colours and make significant letters out of the dough. On occasion however, the childminders strong and precise teaching can become focussed on the most dominant and outgoing children who attend.
- Children are confident learners who are eager to explore the wealth of exciting activities the childminder provides. The childminder identifies when children are

curious about specific topics and seizes these as opportunities to develop their knowledge further. For example, children enjoy observing animals on regular visits to the farm. The childminder hides plastic animals in blocks of ice for them to retrieve and develop their understanding of concepts such as freezing and melting.

- The childminder has a clear intent for children's learning that is focussed on preparing them well for the next stage of their learning. She creates an environment that mirrors the routines children may encounter and provides them with the opportunity to practice these skills. For example, children identify their names on hooks where they hang up their coats and bags each day. Resources are well organised and allow children to select toys independently and tidy them away after playing.
- Feedback from parents is positive. They comment on the 'warm and nurturing' environment the childminder creates. Parents appreciate the regular communication they receive and the ideas the childminder shares about activities that will promote learning further. The childminder seeks regular feedback from parents and children. She uses this information to reflect on the care she provides, and ensures it continues to meet the needs of all children and families.

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:

- enhance the organisation of group activities allowing her to provide consistently outstanding teaching to all children, in particular those who are less outgoing.

Setting details

Unique reference number	EY426198
Local authority	Central Bedfordshire
Inspection number	10394537
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	11 September 2019

Information about this early years setting

The childminder registered in 2011 and lives in Bedfordshire. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides the government funded places for all eligible children.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector viewed a sample of relevant documents.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- 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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