

Childminder report

Inspection date: 27 February 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

Children are happy and demonstrate that they feel safe. They enthusiastically interact with the childminder. For example, a spontaneous game of hide and seek with role-play items sees children engage and laugh happily. The childminder pretends that she cannot find what has been hidden, and this makes children laugh even more. Children make good progress. The childminder plans her curriculum according to children's starting points. She finds out their likes and interests from parents during the settling-in process, and then proceeds to plan for their next steps in learning.

The childminder is consistent in her approach to managing children's behaviour. She praises children regularly, which promotes their personal, social and emotional development and supports children to regulate their own behaviours. This helps children to respond appropriately and have a good understanding of boundaries. Children have good opportunities to develop their physical skills. For example, the childminder plans for regular outdoor activities. She takes children on daily walks in the community. This provides children with regular fresh air and exercise and helps them to learn about the world around them.

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

- The childminder promotes children's communication and language development. For example, she reads stories and sings songs with them. The childminder carefully re-models words that are spoken by children to ensure that they hear correctly, such as when they are talking about different colours. In addition to this, when they are out of the home, the childminder talks to children about the environment, such as what they can see and hear. This extends the many words and different vocabulary that children hear during their time with the childminder.
- Children take part in adult-led activities that are linked to their interests and next steps in learning. For example, older children create individual passports as they learn about travelling around the world. However, the childminder does not always present information to the younger children clearly enough. This means that she does not always adapt her teaching methods to best reflect the ages and stages of the children present.
- Communication between the childminder and the parents is strong. The childminder ensures that she keeps parents updated with what their children have been doing while they are with her. This includes what activities they have taken part in. These updates are warmly received by parents and helps them to extend children's learning at home. The childminder requests parental feedback on a regular basis. This helps her to review and evaluate her service and make positive changes, when required. Parental feedback is complimentary of the

childminder's care and communication and of her interactions with children.

- Children's health and well-being are promoted well. The childminder is quick to respond and support children when, for example, they sneeze or cough. She talks to children about removing germs as she encourages them to wash their hands. This helps children to develop an understanding of healthy lifestyles. At mealtimes, the childminder encourages children to do as much for themselves as they can, which promotes their independence. However, children wait long periods of time between their turn and the turn of their peers. Sometimes, this results in children becoming bored.
- The childminder supports children's mathematical development. For example, she uses spontaneous opportunities during play to introduce shapes and numbers. This enhances children's knowledge and awareness. Furthermore, the childminder introduces a range of mathematical words during her discussions with children. She helps them to understand how items 'balance', and she supports them to 'compare' different-sized objects. This improves children's understanding of mathematics. They talk confidently about size, such as when they describe their peers, and they are very clear about what is big and bigger.
- Since her last inspection, the childminder has undertaken a range of professional opportunities to remain updated with legislative changes. She attends regular online webinars and researches particular training that will help her to improve her own skills and knowledge. For example, the childminder has recently undertaken specific training to support children who speak English as an additional language. This enables the childminder to fully support children in the best way possible.

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:

- adapt ways of teaching children consistently to ensure that they get the most out of the activities being offered to them
- develop the organisation of mealtimes to ensure that children can spend this time purposefully engaged.

Setting details

Unique reference number	EY426917
Local authority	Central Bedfordshire
Inspection number	10308340
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 8
Total number of places	6
Number of children on roll	15
Date of previous inspection	8 March 2018

Information about this early years setting

The childminder registered in 2011 and lives in Dunstable. The childminder holds a childcare qualification at level 3. She operates all year round, from 7.30am to 6pm, Monday to Thursday, and from 7.30am to 5.30pm on Fridays, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jo Rowley

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 provider.
- The childminder and the inspector held a learning discussion together to understand how the curriculum is organised.
- The inspector interacted with children throughout the inspection. The inspector observed the childminder's interactions with children during adult-led activities and reviewed these with the childminder.
- The inspector took account of the written views of parents during the inspection.
- The inspector reviewed a sample of the childminder's documentation, including first-aid arrangements.

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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