

Childminder report

Inspection date: 26 April 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 an environment that is safe and inviting for children. She forms strong bonds with children and their families. The childminder knows the children well and plans her curriculum based on their interests and individual learning needs. Children are eager to start their day and explore what is on offer. The childminder ensures the resources are accessible for all children. Children decide which game they would like to play in the playroom. The childminder teaches children to become independent and to manage their self-help skills. She encourages children to wipe their own noses. They tidy away their toys when she asks them to. Children are becoming independent learners.

The childminder has high expectations of children's behaviour. Children learn to be respectful of each other. They listen to gentle reminders from the childminder about using good manners. The childminder helps children to share and take turns as they play. Older children show kindness towards younger children, checking that they are happy and asking if they want to play. The childminder helps children to have a 'can-do' attitude. When children struggle to set the tent up, the childminder is nurturing and caring. She encourages children to keep on trying. Children are proud when they succeed.

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

- The childminder gathers a range of information from parents, including an optional home visit, before the children start to attend. She uses this information and her own observations and assessments to help identify how she can support children to progress in their learning. The childminder plans children's next steps. She knows what skills children have learned and what she wants to teach them next and why. This helps all children, including those with special educational needs and/or disabilities, to make good progress.
- Children's communication and language development is a high priority for the childminder. Children enjoy positive interactions. The childminder uses narrative, repetition and introduces children to new words. Where children mispronounce words, she repeats the word back to them using the correct pronunciation. This broadens children's vocabulary. When asking questions, the childminder gives children time to think before they answer.
- The childminder is responsive to children's needs and wants. For instance, she provides flexibility in the daily routines as she notices children's cues that they are feeling hungry. This supports children's emotional well-being and helps them to feel valued.
- Children are developing their physical skills. The childminder provides opportunities for children to develop their hand-to-eye coordination and increase dexterity in their hands. For instance, children enjoy using tongs to pick up

coloured pom poms.

- Children experiment with rolling balls down a set of drainpipes, laughing as the balls drop out of the end of the pipe. This helps children to develop their critical-thinking skills and explore their own ideas.
- As part of the daily routine, the childminder plans group activities to enhance children's learning. Children are eager to take part. However, although younger children enjoy this experience, the focus for their learning at these times is not as clear. They do not benefit as much as their older peers from these experiences. For example, while singing a familiar song about sticks, the childminder introduces props and positional mathematical language. Older children remain focused throughout and learn concepts ready for school. Younger children are less engaged as they are not ready for this learning.
- The childminder works with other local childminders, planning outings and activities together. She supports children to develop their understanding of the world around them. This includes regular trips to parks and places of interest in the community. Children develop confidence in different social situations as they join the residents of the local care home to take part in craft and singing activities.
- Parents comment on how happy their children feel when coming to the childminder's home. The childminder shares information with parents about their children's learning and development. This supports parents to extend their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- review the organisation of adult-led activities to increase learning opportunities for all children.

Setting details

Unique reference number	EY441356
Local authority	Central Bedfordshire
Inspection number	10308367
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	5
Date of previous inspection	2 March 2018

Information about this early years setting

The childminder registered in 2012 and lives in Shefford. She operates her provision all year round from 8am to 6pm, Monday, Tuesday, Thursday and Friday except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Topham

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 childminder.
- The childminder and inspector discussed how the curriculum is organised.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector and childminder evaluated an activity together.
- The inspector looked at relevant documentation.
- 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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