

Childminder report

Inspection date: 12 November 2021

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 settle very well and are warmly cared for by the welcoming childminder. They learn well as they benefit from the secure and safe environment that she provides. Children feel secure to try things for themselves. They practise different skills, such as using tweezers and turning the pages of a book. Younger children practise their crawling skills and move their bodies to music that they hear around them. Children are kind and respectful to each other as they learn from the childminder's positive example. For example, they share with each other as they offer their friends a musical shaker to play along with music.

Children explore the wide range of interesting resources on offer. They examine pine cones and toy insects with a magnifying glass and find out what sizes of shells will fit inside each other. They chat happily as they copy the childminder, who narrates their play. They develop good language skills as the childminder talks to them in a lively tone of voice. Children have lots of opportunities to speak and listen to spoken and sung words. Children are confident to ask for help when they need assistance.

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

- The childminder is enthusiastic and caring. She understands how children develop and uses this knowledge to engage children's interests and help them learn. She finds out what children can do when they first start with her and plans interesting activities to build on their skills. She helps them to develop the skills to support them in their future learning and for starting school.
- Children develop strong physical skills in preparation for early writing. For example, the childminder helps them to pick up intricate items with tweezers, and to peg clothes pegs onto pieces of card to develop their hand muscles. At times, the childminder makes lots of resources available to children. In their enthusiasm to explore, children do not always concentrate on a particular activity for as long as possible.
- The childminder encourages all the children she cares for to explore lots of books. She brings the stories to life with puppets and makes sure that all children read stories daily. She extends children's learning through interesting experiences and meaningful language. She asks plenty of relevant questions, commentating and building on what children already know. However, at times, younger children are less engaged than the older, most vocal children. The childminder does not always recognise this promptly to engage them more equally.
- Children are safe and secure in the childminder's home. The childminder carefully considers areas of potential risk to children and takes steps to manage these. She supervises children securely and helps them to explore the areas they

use while learning how to keep themselves safe. For example, the childminder reminds children to sit on a chair carefully when eating so that they do not hurt themselves. Children wash their hands and know that this is to help wash germs away.

- The childminder has a good understanding of the quality of her practice. She targets training at gaps she has identified and those identified at her previous inspection. She has set up a local music group with other childminders, to help her to work with other professionals to support her professional development.
- Parents are uniformly happy with the care their children receive. They feel well informed about things that their children do and the experiences they have with the childminder. They particularly praise the way the childminder has kept in touch with them throughout the COVID-19 pandemic.
- All children enjoy a wide range of outdoor adventures with the childminder. They take trips to the woods and paint pictures of the things they find there. The childminder helps babies to develop their large-muscle skills as she helps them to pull themselves up to standing. She places things just out of their reach to encourage them crawl.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a broad understanding of potential signs and symptoms of abuse and/or neglect. She has attended a wide range of training on child protection matters and processes. This has helped her to understand safeguarding matters, such as risks of radicalisation, and how to keep children safe online. She has good knowledge of local reporting arrangements to ensure that she can refer any concerns about children or adults who work with children to relevant agencies without delay.

What does the setting need to do to improve?

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

- support children to develop their concentration skills further, particularly during free-play times
- plan opportunities to help children of all ages to become more equally engaged in the high-quality activities on offer.

Setting details

Unique reference number	EY442865
Local authority	Central Bedfordshire
Inspection number	10205603
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Dunstable. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Naomi Brown

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 childminder showed the inspector all areas of her premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector discussed an observation and how the curriculum had been implemented. They assessed the impact on children's learning.
- The childminder provided the inspector with written testimonials from parents, which the inspector took account of.
- The childminder provided the inspector with a sample of key documentation on request.

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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