

# Childminder report

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Inspection date: 12 October 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children play excitedly in the childminder's home. They explore a wide variety of enjoyable and interesting activities, both inside and out. The childminder listens and responds to the children's ideas. For example, the children want to smell the coloured dough, so the childminder brings them different spices to mix in and explore. As a result, children are deeply engaged and want to find out about the world around them.

Children learn listening skills. The childminder encourages them to play for extended periods of time. Children are ready to stop when asked and move on to the next activity. Consequently, children behave well and cooperate with their friends.

The childminder knows the children very well. She uses assessment to identify what children understand and can do. She plans challenging tasks for all children. The childminder supports children's mathematical development. She encourages children to explore numbers in all areas of the setting. For example, when playing with the tower blocks, the childminder teaches children to add and take away blocks.

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

- The childminder uses assessment effectively to identify children's starting points. Her interactions with the children are targeted precisely at what they need to do next.
- The childminder plans a well-sequenced curriculum that builds on what children already know and can do. She understands that children need to repeat activities to remember what they have learned. Children are well prepared for the next stage of their education.
- The childminder knows that children gain confidence when they make decisions. She asks children to make choices throughout the day. For example, during play, the childminder asks children, 'Do you want to build a tower now or shall we ready a story?' This helps children to feel valued.
- The childminder supports children's communication and language well. She teaches challenging vocabulary that the children use in their play. For example, children build towers and the childminder asks them to make them taller and heavier. She sings with the children and they listen and respond to her, using gestures and words.
- Partnerships with parents are strong. Parents report that 'children are learning through play' and that their 'confidence has blossomed'.
- The childminder communicates well with parents. They exchange regular information about their child's progress. The childminder uses this information to

plan learning. As a result, children's learning is shared effectively with parents.

- The childminder has clear expectations that she shares with children. She reinforces these throughout the day. When children struggle with their emotions, the childminder supports them gently. Consequently, children feel safe and behave well.
- The childminder promotes clear values. Throughout the setting, there is a culture of fairness and sharing. Children are learning to treat others with respect. Consequently, all children are relaxed and happy.
- The childminder supports children to explore their local area. They visit various local parks and farms. This helps the children to understand the world around them and how things work.
- The childminder understands the importance of a healthy lifestyle. The children have lots of opportunities to run and climb freely. This supports their physical development.
- Children learn about other cultures and family dynamics with the childminder. This helps them to feel valued as they share their experiences.
- The childminder is reflective of her practice and attends regular training to strengthen her skills and knowledge. However, opportunities to support children with special educational needs and/or disabilities (SEND) are not always fully explored. As a result, children with SEND do not consistently achieve the best possible outcomes.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She has a strong knowledge of how to protect children from harm. The childminder knows how to report her concerns to the relevant authorities. She has a strong understanding of wider safeguarding issues and has recently completed her 'Prevent' duty training. She conducts regular risk assessments of her home in order to keep children safe.

## What does the setting need to do to improve?

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

- develop teaching skills to seek further ways to support children with SEND.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | EY446211                                            |
| <b>Local authority</b>                             | Central Bedfordshire                                |
| <b>Inspection number</b>                           | 10235759                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 2 to 2                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 4                                                   |
| <b>Date of previous inspection</b>                 | 15 December 2016                                    |

## Information about this early years setting

The childminder registered in 2012 and lives in Leighton Buzzard. She provides care from 8am until 5pm, all year round, except for family holidays.

## Information about this inspection

### Inspector

Kate Daurge

### 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.

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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