

Childminder report

Inspection date: 9 February 2022

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 settled in the childminder's homely environment. They listen attentively to the childminder and follow instructions well. Children enjoy taking part in activities with the childminder. For example, they work together to sort fruits into different groups. They talk about the colour of the fruits and are encouraged by the childminder to count them. Children develop early mathematical skills during activities. For example, the childminder skilfully models counting skills and young children repeat number names in order.

Children's behaviour is excellent. They talk kindly to each other and wait for their turn during activities. Children follow daily routines well and develop independence skills. They learn how to find their own coat and attempt to put on their shoes.

The childminder plans an interesting curriculum using the children's interests. She has a clear understanding of what she wants children to learn. She places a strong focus on literacy and mathematical development. Children enjoy various visits within the local community to enrich their experience of the curriculum.

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

- The childminder takes the children on regular outings. Children enjoy learning about the natural environment and the local community. For instance, she takes children to the zoo, the farm and the museum. These experiences help to further develop children's social skills and confidence in new situations.
- Healthy eating is actively promoted by the childminder. She provides a range of fruits and vegetables for the children's snack, and offers them milk or water to drink. Children have plenty of opportunities for fresh air and physical activity. They regularly walk to parks and visit soft-play centres.
- The childminder provides a safe and welcoming environment. The children enjoy activities provided by the childminder. However, on occasions, children become disengaged. They do not consistently have sufficient opportunities to independently develop their own play and ideas.
- The childminder reflects on and evaluates her practice well. She has completed relevant training to ensure that she keeps her knowledge and understanding up to date. The childminder has recently enrolled on a training course to obtain an early years qualification. She is proactive and keen to further build on her skills and knowledge.
- Children's literacy development is promoted well. The childminder regularly reads age-appropriate books with the children. Children listen attentively and take an active part in the session as they lift the flaps and join in with key words. They show an interest in books by demonstrating high levels of concentration. This supports children to develop a love of literature.

- The childminder establishes positive relationships with parents. Parents praise the 'excellent' childminder and particularly value the wide range of visits the childminder takes the children on. The childminder communicates with them daily and keeps them fully involved and informed. She shares photos with parents of what their child has enjoyed learning. She shares helpful ideas with parents. For example, she provides suggestions about healthy eating and advice about toilet training.
- The childminder develops children's communication and language skills well. She is an excellent role model when speaking and takes time to explain things carefully to the children. However, she does not work with parents to gain information about other languages the children speak. Therefore, children do not benefit from having opportunities to see or hear their home languages during their play and learning.
- Since the previous inspection, the childminder now gathers information about the children's starting points and uses this information to carefully plan their next steps and future curriculum. The childminder uses this information to ensure that children make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong understanding of her responsibility to safeguard children. She knows the procedures to follow should she be concerned about a child. The childminder ensures that her premises are safe and secure. She keeps her knowledge up to date through online awareness courses. These have increased her understanding of wider child protection issues. The childminder supports children to understand how to keep themselves safe. For example, they take part in regular fire drills.

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 the environment to ensure that children have a wider range of opportunities to make choices and be independent in their play
- take reasonable steps to ensure that children who speak English as an additional language have opportunities to hear and see their home language during their play and learning.

Setting details

Unique reference number	EY450258
Local authority	Central Bedfordshire
Inspection number	10106429
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 April 2015

Information about this early years setting

The childminder registered in 2012 and lives in Dunstable, Bedfordshire. She operates throughout most of the year from 7.30am to 4.30pm, Monday to Thursday.

Information about this inspection

Inspector

Emma Barton

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 inspector invited the childminder to participate in a joint observation. She considered the quality of teaching during activities and the impact this has on children's learning.
- A learning walk was carried out with the childminder, to discuss how she delivers the curriculum and ensures children's progress.
- The inspector observed interactions between the childminder and the children.
- Discussions were held with parents, and questionnaires from parents were reviewed in order to obtain their views on the service provided.

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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