

Childminder report

Inspection date: 13 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 happily arrive at the childminder's home, eager to play and learn. They are happy to see the childminder, who greets them warmly. The childminder forms caring relationships with each child. She helps them feel safe and secure in her care. Children show their contentment as they quickly settle into their routines and make choices about what they want to do. Children show high levels of engagement, which supports their ability to learn and develop new skills.

The childminder is a good role model to children. Her kind and patient nature helps children to feel calm and learn how to treat others. Children show kindness to each other. They fondly stroke each other's hair and enjoy relaxing in a tent together.

Children benefit from the rich learning environment. High-quality interactions support children's communication and language development and allow them to express their creativity. Activities centred around themes such as 'The Three Little Pigs' align with children's interests and favourite stories. These activities cover all areas of learning and create curiosity among children. For example, the childminder narrates the tale while children explore sensory materials to construct different houses. Her narration causes children to giggle as they watch the play dough wolf blow down their house made of sticks.

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

- The highly motivated childminder actively improves her knowledge and skills by seeking training that she feels will meet the needs of her current cohort of children. She plans how she will implement changes based on what she has learned to ensure she gets the most out of her training. She reflects on the impact the changes have made, ensuring children benefit from her continued professional development.
- The abundance of books promotes literacy skills. The childminder brings stories to life with her animated voice and use of props. Young children attentively listen as they repeat words such as 'pig' and excitedly point to the pictures. The engaging experience of storytelling drives forward a love of early reading.
- The childminder takes time to understand what children want. She observes body language and gestures. For example, children communicate they want to sing songs by showing the actions associated with the song. The childminder models the correct pronunciation to confirm their song choice and encourages children to join in. Singing songs helps children to develop their language skills.
- The childminder introduces mathematical language such as 'big' and 'small' as children play with toy characters. During play dough activities, she labels different shapes and encourages children to copy as she counts. She praises the children, which builds their confidence. Children have many opportunities to hear

mathematical language throughout the day, which helps them to understand simple concepts.

- Children learn how to keep themselves safe, as the childminder sets clear boundaries and offers reminders to reinforce children's understanding. Distractions and explanations support children's age-appropriate behaviour. Children are reminded not to take toys from others, which helps them to learn behavioural expectations.
- Children learn about their care and hygiene through regular reminders about washing their hands to keep them healthy. The childminder sings a handwashing song to teach children to wash their hands properly and develop an understanding of healthy habits. Children enjoy healthy snacks and meals. The childminder uses mealtimes to talk about the benefits of nutritious food. For example, she explains to young children that 'fruit helps us to be healthy'.
- Parents speak highly of the childminder. They praise her for the high-quality care and education she provides and describe children's progress as excellent. Parents appreciate the regular updates they receive, ensuring they stay updated about their children's development. Parents can continue supporting children's learning at home with suggestions for activities.
- The childminder supports development well, and children make good progress in their learning. She observes children in their play to assess what they know and can do. However, the childminder does not always use this information to challenge children who are ahead of expected development or focus teaching on the areas of development children need most.

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:

- use information about what children know and can do to challenge children who are ahead of expected development and focus teaching on the areas of development children need most more precisely.

Setting details

Unique reference number	EY468119
Local authority	Bedford
Inspection number	10308429
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 March 2018

Information about this early years setting

The childminder registered in 2013 and lives in Bedford. The childminder operates all year round, from 9am to 4pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jody Taylor

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is 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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has 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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