

Childminder report

Inspection date: 11 August 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 enjoy the time they spend in this warm, nurturing environment. They build close relationships and are kind to each another. For example, older children support babies in their play. They pass them resources and demonstrate how to use them. Children have a close bond with the childminder. Babies cuddle up to her when tired, and older children seek her out for support in activities.

Children display high levels of confidence in their play. The childminder supports this by encouraging perseverance and offering praise for children's efforts. For example, children put on a show for their friends. They make up songs and dances while spectators clap and cheer them on. Children engage well with visitors. They encourage them to join in their play, and chat enthusiastically about the trips they enjoy with their childminder.

Children engage well in all the exciting learning opportunities the childminder provides. She plans activities based upon children's interests and adapts them to meet the developmental needs of all children. For example, children examine the marks they make in flour. Older children use their fingers to write letters, which are significant to them. Babies delight at exploring the texture and making castles with flour.

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

- The childminder places sharp focus on children's mathematical development. She takes every opportunity to support their understanding of mathematical concepts. For example, children are buying bananas in a shop role-play activity. They calculate how many they will need for everyone. When they discover there are not enough bananas, they explore how they can divide them up, so everyone will get an equal amount.
- Parents speak highly of the childminder and the high-quality care she provides. They particularly value the close relationships children form with the childminder and her family. Parents comment on the wonderful learning opportunities children receive, and how this supports their development.
- The childminder reflects well on all aspects of her practice. She uses feedback from parents and other professional to identify areas for improvement. The childminder regularly undertakes essential training to remain up to date with changes in legislation. She completes numerous additional online training courses. This supports her in offering high-quality childcare that supports the individual needs of children.
- Children develop a good understanding of their personal safety. They discuss hazards in the environment and the possible impact of them on their friends. For example, when children spill water, they use tissues to clean it up. They discuss

how babies could slip on it and hurt themselves.

- The childminder supports children's transitions well. She uses age-appropriate methods to develop children's understanding of their changing routines. For example, older children are looking forward to starting school. They perform a play to visitors about what it might be like, and the different activities they will enjoy.
- The childminder works hard to establish effective methods of communication with families from the start. This helps her to gain detailed knowledge of children and their early experiences. She uses this information to provide additional support, where necessary. As a result, any gaps in children's development are swiftly closed.
- Children demonstrate high levels of independence. Babies confidently explore a wide range of activities and help themselves to additional resources. Older children pour their own drinks and skilfully use cutlery at mealtimes. They manage essential hygiene procedures with minimal support and put shoes on independently. Children are well prepared for the routines of school.
- The childminder monitors children's development closely. She completes regular assessments to ensure her knowledge of children's abilities remains up to date. From this she plans exciting activities to support the learning of all children. However, she does not consistently extend children's learning in these activities to support the development of most-able children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has thorough knowledge of the signs and symptoms that may indicate a child is at risk of harm. She clearly explains the procedure to follow if she has concerns about the welfare of a child. The childminder has comprehensive policies and procedures, which she follows to keep children safe. She uses a variety of age-appropriate equipment to support children's safety in the setting and when on trips out.

What does the setting need to do to improve?

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

- use every opportunity to extend the learning of children during activities, in particular that of most-able children.

Setting details

Unique reference number	EY476843
Local authority	Central Bedfordshire
Inspection number	10231886
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 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	22 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Leighton Buzzard. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- This was the first routine inspection the provider 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 inspector considered the views of parents by viewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of several children.

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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