

# Childminder report

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Inspection date: 27 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are warmly welcomed into the childminder's home and settle quickly on arrival. They develop trusting relationships with her and receive all the reassurance and guidance they need while in her care. They are extremely happy as they engage in their play.

Children receive clear guidance about the daily routine, helping them to be relaxed and ready for the events of the day. They help to tidy the toys and complete the expected care routines in readiness for lunchtime. Young children quickly learn the self-help skills they need to help their independence. For example, they competently use cutlery to feed themselves.

Children develop a positive attitude to learning. They demonstrate good concentration, spending long periods of time enjoying their chosen activities. They have opportunities to practise new skills, repeating them in many different ways. For example, children use small nets and fishing rods to catch fish that are floating in a bowl of water. They are developing their small hand muscles and manipulation skills. Children are eager to make a catch and keep on trying for some time. This helps to build their learning through their perseverance and allows children to gain a sense of achievement.

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

- The childminder knows the children well. She accurately identifies their levels of development, listens to children's interests and plans learning opportunities that provide the correct level of challenge. This encourages children to engage enthusiastically in their play and provides clear focus that helps build on their learning.
- Children behave very well and demonstrate good manners. The childminder is a good role model. She has high expectations of children's behaviour and is highly respectful when communicating throughout the day.
- Parents speak highly of the care that their children receive from the childminder. They are happy that they are making progress in their learning. The childminder is effective in sharing daily information with parents about what their children have been doing, as well as any new challenges or accomplishments.
- The experienced childminder is skilled in supporting children's early language development, including for those children who speak English as an additional language. She repeats words clearly, using gestures that help children to understand any communication needed. Children quickly begin to expand their vocabulary and become more confident when speaking.
- The childminder provides regular learning opportunities that are enjoyable as well as successful in engaging children. Children are encouraged to explore

mathematical concepts, for example, counting, shape and size. The childminder skilfully uses language that promotes mathematical development and repetition to help consolidate children's learning.

- The experienced childminder has completed the required core courses, such as paediatric first aid and safeguarding children, that help keep her updated with current legislation and refresh her knowledge about keeping children safe. However, she has not recently sourced any other training opportunities to help build even further on her professional development.
- Children are provided with good opportunities to explore the local community and learn about the wider world. Together with the childminder they visit places of interest, for example, the library and parks, sometimes meeting with other childminders to share these experiences.
- The childminder works together with parents to ensure children are provided with healthy food choices at mealtimes. Children sometimes participate in physical activities indoors. They use whole body movements when taking part in an interactive matching game, stepping and jumping to the correct coloured shape in response to instruction.
- The childminder regularly reflects on her provision. She identifies areas for improvement, taking into account the interests of children and how they choose to play. She has plans to further develop the outdoor environment, providing even more space for children to play outside, all year round.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides children with a safe environment and takes strong measures to ensure her home is secure. She has a good knowledge of child protection issues and the wider aspects of safeguarding. She knows who to contact should she have any concerns about the well-being of a child. The childminder is aware of her duty to prevent children from being exposed to extreme views and teaches them to respect each other. She understands when it is appropriate to hold discussions with parents or when immediate action needs to be taken to protect a child.

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

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

- seek further professional development opportunities to raise the quality of teaching to an even higher level.

## Setting details

<b>Unique reference number</b>	259786
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	10137436
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	23 January 2014

## Information about this early years setting

The childminder registered in 1988 and lives in Dunstable, Bedfordshire. Her setting is open all year round from 8am to 5.30pm Monday to Friday, except for family holidays and bank holidays.

## Information about this inspection

### Inspector

Jane Osburn

### Inspection activities

- The inspector viewed all areas of the childminder's home that are used for childcare.
- The inspector held discussions with the childminder during the inspection.
- The inspector looked at a sample of the childminder's documents, including her safeguarding policy.
- The inspector took account of the views of parents through written testimonials.
- The inspector observed children as they played.

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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