

Childminder report

Inspection date: 21 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel happy and safe in the childminder's care. They confidently invite visitors to interact with them and sing as they play. Effective settling-in procedures are in place, which helps children to form strong attachments with the childminder. Children welcome the childminder's warm interactions in their play and snuggle up to her when they become tired. The childminder has high expectations of all children and they make good progress. Children develop good control and coordination of their hands as they use spoons to scoop coloured foam into toy cones. They pretend to make different-flavoured ice creams. Children are curious and have a strong exploratory impulse. They discover how the foam feels as they spread it on their hands and feet. Children laugh with delight as they clap their hands and watch droplets of foam fly in the air.

Children become deeply absorbed in their imaginative play and use toy figures to act out their thoughts. They have a love of books, including those that promote diversity and inclusion. Children concentrate for sustained periods as the childminder reads books to them, using different tones of voice. They make predictions of what is going to happen on the next page.

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

- The childminder supports children to be independent individuals. They confidently take on responsibilities from an early age. Children tidy away resources when they have finished playing with them, pour their own water and wipe their face after eating.
- The childminder is proactive in helping children who have had reduced social interactions with people outside of their home due to the COVID-19 (coronavirus) pandemic. She regularly takes them to local groups, where they play and sing with other children, and they visit local farms. This helps children to have a positive attitude about the differences between people and an understanding of different occupations, such as a farmer.
- The childminder calmly and consistently manages children's behaviour when they have minor disagreements. Children use good manners and are beginning to regulate their own behaviour. The childminder praises children for their efforts, as well as their achievements. This helps them to feel emotionally secure and boosts their self-esteem. Children have friendly and caring relationships. For example, they help each other to put on their shoes and provide reassurance when they accidentally spill water on their clothes.
- The childminder promotes children's speech and language development very well. She engages children in regular conversation throughout the day to extend their communication skills. The childminder speaks clearly and incorporates the single words they say within short sentences. Her use of open-ended questions

challenges the most able children to build on their thinking skills and motivates them to respond using complex sentences.

- The childminder supports children to be physically active and lead a healthy lifestyle. She encourages children to assess risks for themselves, such as independently climbing the steps to the slide. Children follow good hygiene routines and benefit from nutritious food.
- The childminder is reflective and regularly evaluates the service she provides. She places a strong emphasis on responding to suggestions made by parents. The childminder continues to build on her knowledge and skills. She regularly liaises and shares good practice with a network of local childminders, reads professional publications and completes training.
- Children engage in a varied and balanced range of planned and child-led activities. The childminder has a good understanding of children's interests and what they need to learn next. However, she does not consistently provide children with the very best opportunities to build on and embed their knowledge from previous experiences.
- The childminder obtains a wealth of information from children's parents when they first begin attending. This helps her to develop an understanding of children's individual care needs and assess their stage of development. She uses a range of methods to keep in contact with parents and inform them of their child's progress. Parents comment how the childminder is a 'superstar'. However, the childminder does not regularly inform parents of what children are working towards next, to support their continuity of learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive range of policies to underpin her good practice and promote children's safety and welfare. She implements a robust procedure when sharing digital photos of children with their parents. The childminder has an up-to-date knowledge and understanding of child protection and safeguarding procedures. She is clear about her role and responsibility to keep children safe. The childminder can recognise the possible indicators of abuse and has a clear knowledge of how to respond to any concerns about children's safety or welfare.

What does the setting need to do to improve?

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

- strengthen opportunities for children to consolidate and build on previous experiences, to extend their learning further
- build on existing partnerships with parents to promote greater continuity in children's learning at home.

Setting details

Unique reference number	EY556016
Local authority	Central Bedfordshire
Inspection number	10174812
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Sandy, Bedfordshire. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The inspector jointly evaluated an activity with the childminder. She observed the quality of teaching indoors and outdoors.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation and evidence of the suitability of individuals living in the household.
- Children interacted with the inspector during the inspection. The inspector took account of the views of parents through written feedback provided and discussed with the childminder how she reflects on the service she provides.

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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