

# Childminder report

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Inspection date: 31 January 2022

<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 at ease in the company of the childminder and their friends. The children are well behaved and enjoy playing together. They seek each other out to play enjoyable games, such as hiding in the playhouse in the garden. When issues arise, the childminder is quick to resolve the situation. The childminder and her assistant know the children well. They ensure that the activities follow children's interests and they know how to engage them. A key-person system works effectively. The children are comfortable to go to either staff member when they need to.

The childminder creates an interesting curriculum for children which enables them to learn about the world around them. This prepares children for their future learning. The childminder takes children on a trip to the local zoo to see the tigers while learning about Chinese New Year. At snack time, the childminder reads 'The tiger who came to tea', which initiates lots of talking.

Children learn about being healthy. They learn why it is important to brush their teeth. Children clean dirt off home-made 'teeth'. The childminder provides all meals and snacks to ensure that all children have a healthy, balanced diet. Children cut their own melon to create 'teeth', which makes it easier to eat. Children know to wash their hands before they have snack and after they have been in the garden. The childminder assists children with wiping their noses, encouraging them to be independent.

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

- The childminder provides a warm and welcoming environment for the children. The children have access to a good range of resources and toys. Children enjoy playing with the rice in the home corner. The childminder uses mathematical language to support a child with sharing 'half' of the rice with another child. Older children make marks on a large cardboard box. They enjoy sitting inside the box and drawing. This encourages their early writing skills.
- The childminder uses books to support children's learning. Children can explore books by themselves as well as having group story times. Fact books are also used to back up children's learning. This helps to develop children's understanding of books and how to gain information from them.
- Children make good progress throughout their time with the childminder. The childminder has a detailed understanding of children's starting points. She uses her knowledge of child development to create next steps in children's learning. The childminder and her assistant use their knowledge of children's interests to create activities which engage children. Children concentrate at activities for long periods.

- Parents are extremely happy with the childminder and praise her relationships with the children. Parents mention the childminder's passion for supporting children's development. The trustworthy, caring and accommodating nature of the childminder allows parents to feel at ease when dropping their children off from day one.
- During the COVID-19 pandemic, the childminder remained in contact with the children and their families. The childminder provided a toy-library service for all families. Story sessions were also recorded for children to watch at their own convenience.
- The childminder and her assistant talk to children throughout the day. The childminder asks relevant questions and allows children time to answer. The childminder provides a commentary for all activities. However, she does not consistently adapt her language to suit the needs of all children.
- The children thrive with the opportunities available to develop their physical skills. Children have access to lots of resources in the garden, including a trampoline. The assistant creates an obstacle course for the children to cycle round. The children use the bucket seats to roll around in, which helps to develop their core muscles. The children access lots of outside spaces in the local area. They have opportunities to run across the fields, go on nature walks around the local lake and climb trees in the nearby forest.
- The childminder discusses her genuine enjoyment of her work. The childminder and her assistant review activities daily to ensure that children have access to a high-quality curriculum. The childminder works with other professionals to support her own personal development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe and secure. She can discuss the signs and symptoms of abuse and understands how to report any concerns. The childminder holds conversations with her assistant to ensure her ongoing suitability to work with children. The childminder and her assistant update their training regularly to ensure that their knowledge is up to date. The childminder carries out regular risk assessments to ensure that the environment is safe.

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

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

- tailor language to children's individual abilities, to help them make more rapid progress in their language development.

## Setting details

<b>Unique reference number</b>	EY453856
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	10137438
<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 at time of inspection</b>	2 to 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	19 March 2014

## Information about this early years setting

The childminder registered in 2012 and lives in Roman Gate, Leighton Buzzard. She operates during term time from 8am to 5pm, Monday to Wednesday. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Smith

### 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 the evaluation of the setting.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The childminder and the inspector had a learning walk together of all the areas of the home. They discussed the curriculum and what the childminder wants children to learn.
- The inspector looked at relevant documentation and reviewed evidence of suitability checks.

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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