

Childminder report

Inspection date: 8 February 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle quickly at the setting, as the childminder provides flexible settling-in sessions. Parents and children visit the setting prior to starting, and therefore relationships and attachments begin to form before children start. Children look to the childminder for comfort and reassurance. When children hurt themselves, the childminder listens and comforts them. Therefore, children settle quickly and feel safe in their environment.

Children have a high level of respect for each other. They share toys and take turns extremely well. If a toy is out of reach, children will kindly pass it to each other. They say 'please' and 'thank you' when talking to others and wait and listen when others are talking. Children learn the difference between right and wrong and follow instructions and boundaries very well. They know the routines of the setting, and they are happy and confident to play and learn.

Children are independent. The childminder encourages them to do things for themselves, such as finding their own belongings. When children ask for help, the childminder provides support, but she does not do it for them. Therefore, children learn to be independent and solve problems themselves.

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

- The childminder has implemented a curriculum that has a strong focus on children's confidence, independence and behaviour. She has robust routines and boundaries, and children therefore know and understand what is expected of them. For example, when children ask for snack, they know they must tidy up first. They work together and happily clear away the resources.
- The childminder provides children with prompts to encourage a range of learning across the early years foundation stage. For example, there are small pebbles placed on the table. Each pebble has a face drawn on showing a different emotion. When playing, children look at the pebbles and talk about times they felt excited, sad or happy.
- Children enjoy singing together in group activities. They join in with words and actions and ask for their favourite songs. This supports children's communication and language development, as well as providing them with an exciting and fun activity.
- Children learn about healthy eating through conversations about food. The childminder provides healthy snacks. She also teaches children about oral health. Children talk about their recent visits to the dentist and use the giant teeth and brushes to show visitors how they clean their teeth. Children learn the importance of oral health, and the childminder supports families to find a local dentist for all children.

- The childminder provides opportunities for the children to access the local community, where they visit parks to develop their large-muscle skills. There is a range of activities for the children to choose from in the childminder's garden. However, the activities outdoors do not offer the same level of learning opportunities as those indoors, to support children who learn best outdoors.
- The childminder understands the importance of working closely with parents and sharing children's development. She asks parents to contribute observations and achievements of their children. Therefore, the childminder gathers more information and forms a bigger picture of the child overall. This helps her to plan children's next steps in learning.
- The childminder has a strong working partnership with the local nursery. She works closely with other settings to support the needs of each child. The childminder ensures she has good communication and shares relevant information regarding each child's learning and development. This means children have continuous care and support from both settings.
- Parents receive information regarding their children's development, learning and care through a range of communication methods. The childminder provides face-to-face feedback for all parents at collection, as well as photos and observations sent via a messaging app. This means that parents receive up-to-date information, which aids partnership working and supports home learning for families. The childminder also provides written assessments of each child, which are shared with parents and other professionals when needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding young children. She is confident to identify signs of neglect and abuse that may mean children are at risk of harm. The childminder also has a good knowledge of wider safeguarding concerns, such as 'Prevent' duty. She attends regular training to keep her knowledge up to date. The childminder has clear written procedures displayed at the setting and is confident to make a referral to the local authority should she need to, for both children and other professionals.

What does the setting need to do to improve?

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

- enhance the provision for outdoor play so that children who learn best outside are provided with stimulating and exciting learning opportunities.

Setting details

Unique reference number	219727
Local authority	Central Bedfordshire
Inspection number	10276378
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	0 to 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	13 July 2017

Information about this early years setting

The childminder registered in 1995 and lives in Everton, Bedfordshire. The childminder operates all year round, from 7am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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