

Childminder report

Inspection date: 8 March 2024

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 enjoy a home-from-home environment where their individual needs are met as the childminder follows their own routines. They have positive and friendly relationships with each other. The childminder talks to the children and engages them in conversation. She listens and gives them appropriate time to share their voice and feelings. Children are happy in the childminder's care. They show this with laughter and smiles while they play.

Children's behaviour is good. They attempt to work out differences for themselves and learn when to use manners. The childminder encourages them to think about how others feel and uses terms such as 'kind hands' to help them understand.

The childminder provides challenge where children think and try out their ideas. They have the freedom to create and make choices. Children put pretend candles into their 'cakes' made out of play dough. The youngest children enjoy sensory play with rice and pasta. They pour and transfer between containers, developing increasing control with spoons and tongs. Children enjoy making marks in the play dough. They use their hands as tools to press and roll, which develops their fine motor skills.

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

- The childminder provides an interesting and exciting curriculum. She takes children to visit a diverse range of places in the community, such as museums, a safari park, shops and the library. Children benefit from interactions outside of the home and build on their social skills. They link experiences with real life. For example, they visit the aeroplane museum, watch aeroplanes take off and talk about job roles, such as being a pilot. Children enjoy splashing in puddles and going for walks in the woods to collect leaves and sticks for activities.
- Children enjoy singing along to nursery rhymes, which gives them an introduction to rhythm as they move their bodies to the music. They sing and wave pieces of material as flags. The childminder uses commands, such as 'up', 'down', 'high' and 'low', for the children to follow.
- Children are starting to explore mark making and writing the letters in their names. They happily count objects and are starting to use mathematical terms in their play. The childminder identifies teaching opportunities, weaving in numbers to deepen their understanding and building on their mathematical skills.
- Children show a good level of focus and concentration. They carefully fit bricks together to create flowers and a garden, and they name the parts, including the pistil. Children know that flowers need sunlight and water to help them grow. They name the flowers daffodils and make links to the Mother's Day gifts they

have made. The childminder introduces 'left' and 'right' directions, giving practical demonstrations to illustrate what she means. Children eagerly join in, putting up their hands and pointing to objects in the environment on the left and the right.

- The childminder helps children to develop their language skills and extend their vocabulary. As they discuss cleaning their teeth, the childminder explains that snails have lots of little teeth and giraffes only have teeth at the top. Children show fascination and interest in these conversations, relishing the new knowledge they have learned.
- Partnerships with parents are good. The childminder communicates effectively to share important information with them. Parents recognise the impact the childminder has on their children's lives and the opportunities she provides for them. Children are well prepared for the next stages of their education. The childminder actively supports transitions and shares developmental information appropriately. Children are making good progress towards a foundation for lifelong learning.
- The childminder encourages children to be independent, for example by helping to dress themselves and chopping their own banana for snack. She tends to their personal care, ensuring that their needs are met. However, the childminder does not consistently help children to learn about appropriate hygiene procedures, such as handwashing, and how these contribute to their good health.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help children to learn about appropriate hygiene procedures and how these contribute to their good health.

Setting details

Unique reference number	505399
Local authority	Central Bedfordshire
Inspection number	10316810
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 May 2018

Information about this early years setting

The childminder registered in 1999 and lives in Maulden, Bedfordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Helen Clutterham

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 their evaluation of the setting.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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