

Childminder report

Inspection date: 24 May 2022

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

The provision is good

Children demonstrate that they are happy in the childminder's home as they sit on her lap to play games. They are confident to interact with visitors, knowing the childminder is close by. This shows that the children feel secure and safe in the home. The childminder wants all children to achieve well, and children make good progress. She engages well with parents before their children start at the setting. This helps her to create starting points for children's development. Using children's interests, the childminder creates activities for them. For example, children show an interest in the 'what's in the bag' activity. They take individual items out of the bag and show the childminder how to use the items. The childminder uses words to explain the items to extend children's language development further.

Children concentrate at activities for long periods. They confidently extend the activities independently. For example, they use the brush from the bag to brush the doll's hair. Children benefit from quality interactions with the childminder and her assistant. They behave well. The childminder sensitively supports children to take turns with her. Children enjoy playing with the childminder and her assistant and actively invite them into their play. This supports children to begin to develop their social skills.

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

- The childminder supports children to understand how to keep themselves healthy. She provides healthy snacks and meals for all children. Older children have opportunities to prepare meals with the childminder. Younger children bake healthy treats. Children have access to water throughout the day and are reminded to keep hydrated.
- Children have access to activities in the local community. The childminder regularly takes them to a local 'rhyme time' group. This provides children with opportunities to develop their early talking skills. The childminder repeats these rhymes daily, to help children to become familiar with them. Repetitive play helps to embed learning.
- Mathematical language is used by the childminder to introduce children to mathematical concepts, even as early talkers. The childminder narrates activities and includes colours and shapes. This adds one word to sentences, which extends children's vocabulary further. For example, the childminder says, 'big square'. When out in the woods, the childminder talks about the 'tall trees' and the 'smaller stumps'. This supports children's mathematical development.
- The childminder enjoys taking children on long walks to feed the ducks. She encourages children to listen to the different sounds they can hear in the environment. This develops children's communication skills. They talk about the animals they see. The childminder teaches children to be safe around animals

they do not know. For example, a cat joins the walk. The children take a real interest in the cat, but the childminder is able to talk about and develop children's interest expertly from afar. This teaches children how to be safe in the outside world.

- The childminder has a good knowledge of the children and ensures they have access to a wide range of resources and experiences. However, her expectations are sometimes too high when she plans the next steps in children's learning.
- The childminder regularly shares information with parents about their children's learning. Daily conversations ensure parents are kept informed. Parents are very happy with the progress their children make while with the childminder. They praise her relationships with their children and know that these make it a lot easier for children when they are dropped off.
- The childminder has completed a wide range of training and some of this is particularly focused on her safeguarding skills. She understands the importance of completing training to raise the quality of her teaching.
- The childminder provides a wide range of opportunities for children to develop their physical skills, for example when they go to the woods. Children explore independently, managing the uneven tree roots on the ground. Once at the park, children can take risks. They climb up the climbing frames by themselves, knowing the childminder is close by if they need help.

Safeguarding

The arrangements for safeguarding are effective.

There are clear procedures in place to keep children safe in the childminder's home. The childminder understands her responsibility to ensure the ongoing suitability of all adults in her household. She has a good understanding of the signs and symptoms of abuse and who she may need to report to. She knows about wider issues in society, such as the 'Prevent' duty guidance and county lines. The childminder ensures that her first-aid certificate is updated in a timely manner to make sure that her knowledge is current.

What does the setting need to do to improve?

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

- plan the next steps in children's learning more precisely so that they scaffold children's development to support future learning.

Setting details

Unique reference number	155802
Local authority	Luton
Inspection number	10231696
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 10
Total number of places	12
Number of children on roll	2
Date of previous inspection	19 September 2016

Information about this early years setting

The childminder registered in 1999 and lives in Luton. She works with a full-time assistant and operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the provider 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 and the inspector completed a learning walk together of all the areas of the setting and discussed the childminder's curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Reviews from the parents were looked at by the inspector and their views taken into consideration.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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