

Childminder report

Inspection date: 14 August 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	Met
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What is it like to attend this early years setting?

The provision is good

Children build up strong attachments to the childminder as they stay with her for many years. They are happy and demonstrate they feel safe and secure in her home. The childminder has a good understanding of each child's learning needs. She develops her curriculum around play activities. The childminder uses spontaneous learning moments to help children to build on what they already know and can do. This helps children to be continually challenged and supports them to make good progress. Children are content to play and explore in the playroom. They have a wealth of resources to choose from and play quietly by themselves, softly chatting away as they do so.

Children's behaviour is good. They make strong friendships with their peers and talk warmly about them when they are not present. The childminder proactively arranges times that children can meet up with others who have moved on to school. This keeps children's friendships blossoming. Children enjoy sharing their photo learning journeys with visitors. They are interested to see themselves as babies and talk about others they see in the photos. Children recall events and outings with fondness. Their speech and language skills are good.

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

- The childminder finds out what early experiences children have had when they start at her setting. This helps her to gather vital information on what children already know and can do. The childminder closely tracks the progress children make and this supports their ongoing learning and development. She identifies what children need to learn next and finds ways to close any gaps in their learning.
- Parents speak positively about the childminder. They state their children are very happy to attend her setting and develop a close bond with her. Parents say that children are making good progress under the childminder's care.
- Children enjoy sharing books with the childminder. They sit close to her, enjoying the warm contact. When children look at a book featuring a picnic, they find play food to match the pictures. Children show they are discovering how to use books as a base for learning and pleasure.
- The childminder helps children to prepare for moving on to their next setting. She uses stories and talks positively about what happens at nursery or school. Children have strong independence skills and know how to do many things for themselves. The childminder encourages parents to share children's development information with their new teachers. This helps to promote continuity in learning.
- Children have many opportunities to be outside. They spend time in the childminder's spacious garden where they have wheeled toys to ride around on.

Children enjoy visiting garden centres and proudly show visitors which plants and flowers they have planted and watered.

- Children show a keen interest in building. They spend sustained periods using magnetic tiles to build houses. Children describe in detail what each part is and find small figures to live there. The childminder uses moments such as these to extend learning. She shows children a picture plan of a building and they work on building this together. Children show their good mathematical skills as they count and work out how many tiles of each colour they need. Their understanding of shape is also developing very well.
- The childminder understands the importance of continuous professional development. She undertakes training which helps to enhance her good knowledge and teaching skills. However, the childminder does not consistently reflect on and evaluate other aspects of her practice in line with the most recent requirements. This results in her overburdening herself with policies and procedures that are not required.

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:

- enhance the procedures for reflection and evaluation of practice to cover all of the early years foundation stage requirement areas.

Setting details

Unique reference number	155806
Local authority	Luton
Inspection number	10355002
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	14 November 2018

Information about this early years setting

The childminder registered in 1998 and lives in Luton. She operates all year round from 7.30am until 3pm, Tuesday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Jill Hardaker

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 inspector and the childminder looked at the areas of the childminder's home that she uses with children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector, including documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the views of parents and discussed the childminder's reflections on her practice with her.

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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