

Childminder report

Inspection date:

8 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children are at the heart of this home-from-home setting. They are happy as they enter the home and talk to the childminder about the colour of the traffic lights they have seen on their journey that morning. They leave parents with ease and welcome visitors, demonstrating their confidence. Children become immersed in the routine of the day, sitting down ready for circle time.

The childminder has positive relationships with the children. They seek comfort from her when they feel unsure. Children have a positive attitude to learning. They are respectful of the toys and resources the childminder has available. The childminder has high expectations for the children, and they behave well.

Children understand the importance of healthy lifestyles. They understand why it is important to wash their hands and eat a well-balanced diet. At snack time, children talk about healthy food and the importance of not eating too much sugar. The childminder encourages children to understand the importance of oral health. Children practise brushing their teeth daily as part of circle time. They talk about brushing in circles and making sure they reach the very back teeth. Children proudly show the childminder how they do this.

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

- The childminder has excellent knowledge of the children, how they learn and what they need to do next. She has high expectations for the children and starts the process of them being ready for school from an early age. A wide range of resources are available for children to access, as well as the planned activities. All children make good progress in their learning.
- Children develop good speech and language skills. The childminder skilfully introduces new words into children's vocabulary, supporting their understanding. This enhances children's language development even further. The childminder encourages children to join in song time. Children demonstrate their enjoyment by joining in with actions as the childminder sings 'Head, Shoulders, Knees and Toes' really fast.
- The childminder provides children with the tools to understand their emotions. During circle time, children talk about how they feel today and why they feel like that. The childminder has a range of resources which allow children to have quiet and reflective time.
- Children are eager to demonstrate their number skills. They enjoy counting the number of elephants in the book they are reading. Later, while painting, children explain how the paint bottles feel heavy and light. However, the childminder does not always offer children opportunities to explore measure and space to develop their understanding of mathematical concepts even further.

- The childminder successfully follows children's lead in their learning. For example, children talk about mixing colours while reading a storybook. Later, the childminder allows children to investigate colour mixing independently. They choose the colours they would like to mix and talk about what colours they may create. This develops children's critical thinking skills. Children show delight as they work out that yellow and red makes orange.
- Children learn about the wider world as they enjoy trips out into the local community. Children learn about nature as they visit the local springs, exploring the water and investigating where it comes from. The childminder meets up with other local childminders. This provides children with opportunities to develop their social skills and allows the childminder to share best practice.
- Parents benefit from daily updates about their children's learning. Parents know their children make good progress. They appreciate the support they receive from the childminder to support their children at home. Parents say that their children are excited to come to the childminder's home, where they feel safe and secure.
- The childminder understands the importance of keeping her knowledge and practice up to date. She constantly reflects on this. She regularly attends training sessions and implements her learning into her daily practice. Children benefit from the childminder's commitment to developing her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent knowledge of the signs and symptoms of abuse. She is confident in her knowledge of recording and reporting concerns and knows when it is appropriate to talk with parents. The childminder understands the processes for reporting any allegations made against herself or a member of her household. By completing regular training, the childminder ensures her knowledge is refreshed and she is aware of wider issues, such as county lines and the 'Prevent' duty guidance. The childminder completes risk assessments regularly to ensure children are safe in her provision.

What does the setting need to do to improve?

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

- build on the teaching of mathematics further to consistently extend children's knowledge of space and measure.

Setting details

Unique reference number	2523184
Local authority	Luton
Inspection number	10215039
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	3 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Luton. She operates from 7am until 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder 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 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 discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their 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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