

Childminder report

Inspection date: 15 July 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 demonstrate that they feel happy and safe in the care of the childminder. They often go to her for reassurance, such as when there are visitors in the house. The childminder's consistent presence and nurturing care gives children confidence to continue with their play and activities. Outside, children are constantly busy, engaging well in independent play and learning. They enjoy exploring with water and sand and are learning to understand what words, such as full and empty, mean. Children have opportunities to be active, as they ride in cars and use the slide. Their coordination and large-physical skills are developing very well.

Children's speech and language skills are good. They are learning how to use words to make their needs known and to hold conversations. As children use paint, they talk about the colours they are using and enjoy exploring what happens when they mix them together. Children hold and use brushes well as they learn to make marks with paint. This helps to prepare them to hold pencils and use tools in later education.

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

- The childminder gets to know children well when they start to attend. She finds out from parents what children know and can already do. This helps the childminder to know where children are in their development and to build on their early experiences. Children are making good progress.
- Children are developing good independence skills. For example, they know where to find the step stool to reach the sink when they need to wash their hands. Children have familiar routines which help them to feel secure. They are content to be put in their cot and settle themselves to sleep peacefully.
- Parents speak positively about the childminder. They state she gets to know children well and they settle with her very quickly. Parents are pleased with the progress their children are making. The childminder actively encourages parents to share with her what children are doing and learning at home. This helps to promote continuity in their development.
- Children thoroughly enjoy books and listen well as the childminder shares stories with them. They are learning how to gain information from looking at pictures, and talk about what they can see. However, opportunities for children to choose and look at books independently are limited, as the childminder stores books on high shelves which they cannot reach.
- The childminder is keen for children to learn mathematics. Most of her teaching is good and she models mathematical language well. For example, she talks about full and empty as children play with water, and counts the steps when children go upstairs. However, at times, she asks young children too many questions about numbers, expecting children as young as two to recognise

numerals.

- The childminder has a strong record of professional development. She actively seeks training and undertakes research on areas of practice she recognises need to be developed. For example, the childminder talks about how training based on the autistic spectrum, helped to increase her knowledge of working with children with special educational needs and/or disabilities (SEND). She closely networks with other childminders, and feels this is vitally important for her ongoing practice and well-being. The childminder benefits from their peer support and professional discussions.
- The childminder reflects on her teaching methods, resources and environment to ensure they meet the needs of the children attending. She has a good understanding of children's interests and plans activities based around these. This enables children to actively engage in play and planned activities. The childminder carries out risk assessments to make sure that when babies attend, they are kept safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise any signs that children may be at risk of harm or extremist behaviour. She knows how to contact relevant agencies in her local area, to seek advice or to make referrals. The childminder has a clear safeguarding policy in place. This contains information on the use of mobile phones and photographs. The childminder shares her policies with parents to help them to know how she endeavours to safeguard children.

What does the setting need to do to improve?

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

- provide more opportunities for children to access and use books independently
- make sure all teaching of mathematics is suitable for children's ages and stage of development.

Setting details

Unique reference number	2554321
Local authority	Luton
Inspection number	10221613
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Luton. She operates all year round, from 8am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jill Hardaker

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 her evaluation of the provider.
- The inspector and the childminder looked at the areas of her 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. These include 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 of 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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