

Childminder report

Inspection date: 10 June 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 have strong relationships with the nurturing childminder, who is passionate about her role. All children are well settled and secure in the environment. Children are happy to socialise with visitors, knowing that the childminder is close by. This demonstrates their secure relationships. The home-from-home setting provides children with a rich learning environment. Resources are available at children's height for them to be able to access independently. Children are able to transport toys around the setting. This allows children to confidently direct their learning. The childminder uses her knowledge of children's interests and personalities to create activities that excite children. For example, as children enjoy playing under the table, she leaves toys for them to explore under there. Children become excited as they find them.

Children behave well. They have a clear understanding of the rules and routine. The childminder has age-appropriate expectations for children. She knows when to join in children's play and when to allow them to explore and engage with each other. Older and younger children mix well together. Older children show kindness and consideration for their younger friends. The childminder encourages children to have good manners. She encourages all children to tidy up when they have finished playing and informs them of what is going to be happening next.

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

- The childminder focuses her curriculum intent on children's communication and language development. She understands the importance of this area to support other areas of learning for all children. The childminder talks to children continuously through the day. She engages in conversations with older children and narrates activities for younger children. This supports children's language development. The childminder repeats single words back to the younger children effectively. This supports them with the correct word formation required to improve their language even further.
- Children enjoy taking part in the learning opportunities that the childminder plans for them. She uses her expert knowledge of child development to create appropriate targets to challenge their learning. The childminder shares these targets with parents to allow them to support their children's learning at home. This joined-up approach ensures children make progress in their learning. The childminder is able to use children's interests to support their next steps with ease. For example, children explore blocks of sushi at the table. The childminder uses this interest to support children to build towers of more than three blocks.
- The childminder encourages children to develop a love of books. Books are readily available for children to access. The childminder shares stories each day. Children are aware of how to look after books and learn from a young age how

to turn the pages. For younger children, the childminder explores the pictures with them. They talk about what they can see and relate it back to their own knowledge and experiences. This keeps children engaged with books for long periods.

- The childminder works effectively with other settings to support children's transitions. She ensures she makes early contact with settings to allow time to discuss individual children's needs. This supports a smooth transition for children.
- Parents offer high praise for the childminder. They comment on the love their children have for her and the progress their children make. Parents are involved in all aspects of their children's learning and day. They are pleased to receive information about their children's activities and their daily routines.
- The childminder encourages mathematical development throughout the activities she provides. When looking at books with children, she counts the number of animals on the page. She shows children the numerical value on her fingers and supports them to copy her. However, the childminder does not focus on other aspects of mathematics, including measure and capacity, to further develop children's knowledge and skills.
- The childminder demonstrates a positive attitude to developing her own skills and knowledge. She completes regular webinars to ensure her knowledge remains up to date. The childminder is in the process of completing a recognised early years qualification, which will strengthen her knowledge even further. She has previously used assistants and they are managed well by the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge. She is aware of the signs and symptoms of abuse and how to report any issues or concerns. The childminder knows her responsibilities with regard to allegations being made against members of her family. She is aware of the wider issues in society and how these may have an impact on children and their families. The childminder ensures the ongoing suitability of those who have access to children.

What does the setting need to do to improve?

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

- support children to develop a wider understanding of mathematical concepts, such as measure, capacity and space.

Setting details

Unique reference number	2569556
Local authority	Luton
Inspection number	10239133
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Luton. She operates Monday to Thursday, from 8am to 5pm, and on Friday from 8am till midday, excluding 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 completed a learning walk with the inspector of all the areas of the setting and discussed her 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.
- The inspector looked at reviews from the parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed 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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