

Childminder report

Inspection date:

27 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the childminder's care. They respond well to the many songs and rhymes the childminder and her co-childminder sing. Children join in and memorise the words, singing to themselves while they play or settle for a rest. This helps to support children's development in communication and language skills. Very young children copy the actions they see the childminder use in her songs and rhymes. They begin to form the words they hear while they enthusiastically move their bodies to the rhythm of the tunes. The childminder uses songs to strengthen aspects of her curriculum, such as counting.

In the garden, children run and stretch. They follow instructions while they join in races with imitation eggs and spoons and are delighted when they reach the finish line. Children acknowledge the success of others, clapping and cheering when they reach the end of the race. This helps to support children's emotional and social skills while they celebrate success. The childminder supports children to regulate their feelings of disappointment if they do not win. For example, she highlights positives in children's individual achievements, helping them grow in confidence and building their self-esteem.

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

- Since her last inspection, the childminder has accessed training and support to help her improve her knowledge and understanding of how children learn and develop. For example, she has engaged with local authority advisers, made links with other local childminders and completed a range of online training courses. This has a positive impact on what and how she and her co-childminder plan for activities. This contributes to the good progress children make.
- The childminder provides children with nutritious snacks and meals. Children talk about the fruit and vegetables they eat as a snack. The childminder ensures children wash their hands before they eat, helping children adopt positive hygiene routines from a very young age.
- The childminder maintains regular contact with parents. She sends them daily updates about the activities and care children have received. The childminder talks to parents about how they can help to support children's learning and development, helping to prepare children for the next stage in their education at pre-school or school.
- The childminder understands her responsibility to ensure that any assistants helping to care for the children have a clear understanding of their roles and responsibilities. For example, she ensures they complete regular safeguarding training and talks to them about the curriculum children experience in the setting. The childminder and her co-childminder have daily discussions about the children and the plans for the day. This helps to ensure there is consistent and

purposeful practice in the team's setting.

- Children enjoy the activities the childminder and her co-childminder plan for them. There are clear routines, helping to ensure all children have opportunities to play in the fresh air, read books together and experience creative activities. The childminder is resourceful, adapting items to suit the stages of learning and interests children have. For example, very young children satisfy their desire to post objects while they use tins with plastic lids in which the childminder has cut holes. This helps children repeat and practise tasks that they are able to build on. However, children's spontaneous play and explorations are limited. Children do not always reach a natural conclusion in their self-chosen activity before they are moved on to something else. As a result, children's opportunities to take their learning in a new direction and expand on what they already know and understand is, at times, restricted.
- The childminder gently reminds children to be kind to each other. This contributes to children's generally good behaviour. However, there are times when the childminder does not follow through her requests and gives inconsistent messages. For example, despite reminding children to remain seated and not share their own snacks with others, the childminder does not explain why she has said this. When young children do not follow the age-appropriate rules, no further requests or explanations are given. As a result, children struggle to fully understand what the childminder's expectations are.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibility to keep children safe. She undertakes regular training to help her understand what and how to record and report any concerns she might have about children's well-being. The childminder ensures that her assistant is suitable to work with children. She talks to her co-childminder about safeguarding, helping to make sure that they both follow the agreed procedures they have put in place to help keep children safe.

What does the setting need to do to improve?

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

- allow children even more opportunities for spontaneous and self-chosen play and exploration with toys and activities that interest them, supporting them to build on what they know and understand
- develop consistent rules and strategies, particularly at snack and mealtimes, to help all children understand the expectations so that they are able to contribute to keep themselves and others safe.

Setting details

Unique reference number	2580446
Local authority	Luton
Inspection number	10265760
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 November 2022

Information about this early years setting

The childminder registered in 2020 and lives in Luton. She works with a co-childminder and a part-time assistant. The childminder operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector observed activities in the childminder's home and garden. She spoke to the childminder, her co-childminder and children at appropriate times throughout the inspection.
- The childminder talked about the curriculum children experience in the setting, helping the inspector assess the quality of education.
- The inspector looked at a range of documents, including the evidence of suitability of other household members, including her co-childminder and assistant.
- The inspector read testimonials and satisfaction questionnaires that parents had completed. She took parents' views into consideration.

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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