

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 quickly build a close relationship with the childminder. When they feel tired or unsettled, children snuggle up on the childminder's lap. This helps children to feel secure in the childminder's care. Children are keen to join in activities that the childminder leads, helping to demonstrate their enthusiasm to build on what they already know and understand. For example, children who are able to count search for the numbers the childminder asks them to find. This helps them begin to identify numerals to help build on their mathematical knowledge.

Children enjoy going on walks with the childminder and his co-childminder. This helps them to find out about the world around them. For example, they investigate local parks and open spaces, helping to build new experiences in a memorable way. Children look at photos of their trips and point out their friends. They talk about what they can see, helping to build their vocabularies while they recall facts about what they saw on their walks.

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

- Since his last inspection, the childminder has joined webinars and undertaken training to help him strengthen his understanding of how and what children need to learn during their early years. He has adapted his practice to help ensure that children build on what they know and understand in a steady and sequenced way. This contributes to children's good progress.
- The childminder and his co-childminder plan age-appropriate activities to help support children's learning. They work well together, allowing very young children to play and learn at their own pace, while older and most-able children embrace more challenges in their learning. For example, while very young children listen to stories with his co-childminder, the childminder encourages older children to use props to help them count during a song about animals jumping on a bed. This helps to strengthen children's concept of quantity.
- Children learn skills for independence from a young age. For example, the childminder encourages children to put on their own shoes and coats before they go into the garden. He does not rush children, allowing them time to complete the task in their own time. Children know they need to put tissues in the bin after they have used them, helping to demonstrate they are adopting good hygiene practice.
- Very young children respond with smiles and an enthusiasm to join in with the abundance of songs and rhymes the childminder and his co-childminder sing throughout the day. They join in actions and begin to use recognisable sounds and words during the songs, helping to support their language development. Familiar routines, such as washing hands, are accompanied with song, turning them into fun activities. This contributes to children's security and their general

enjoyment of attending the setting.

- The childminder and his co-childminder work well together, each taking roles and responsibilities to help the days run smoothly. However, at mealtimes, children wait for a prolonged period of time before their food is ready. Although the childminder makes some attempts to amuse the children during this time, they become unsettled and less responsive. Consequently, there are times when children's learning is hindered.
- The childminder and his co-childminder use their observations and assessments of children's progress to help them build a curriculum that generally supports children's learning. The childminder identifies the areas of learning that planned activities cover, helping him focus on what children need to know and understand. However, some activities are not as well planned as others. Children are unclear of what they will be doing. As a result, they are less able to think through which resources they might need or to contribute ideas or predictions for what might happen next. They become restless while the childminder finds the resources they need, detracting from the planned teaching. As a result, children do not make the best possible progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes his responsibility to keep children safe from harm as an integral part of his practice. He regularly refreshes his own knowledge and understanding of how to identify and report any concerns he might have about children's well-being. Regular discussion between the childminder and his co-childminder helps to ensure that each have a good awareness of children's experiences and any potential risks that may impact their safety and security.

What does the setting need to do to improve?

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

- provide children with more opportunities to continue to play and learn while meals are being prepared by others so that children do not sit and wait for prolonged periods of time
- review and adapt how activities are prepared so that resources are more readily available when needed and children have more information so they know what they will be doing, allowing them to contribute their own ideas and predictions.

Setting details

Unique reference number	2580448
Local authority	Luton
Inspection number	10270498
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	13 December 2022

Information about this early years setting

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

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 house and garden. She spoke to the childminder, his co-childminder and children at appropriate times throughout the inspection.
- The childminder discussed what children were learning, following an activity he facilitated. The inspector assessed the quality of education.
- The inspector looked at a range of documents, including the suitability checks of household members and the childminder's co-childminder and occasional assistant.
- The inspector read testimonials and questionnaires that parents had completed. She took their 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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