

Childminder report

Inspection date: 1 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are secure, happy and settled in this homely environment. They smile and chatter to the childminder and naturally turn to her for comfort and reassurance when needed. Children participate enthusiastically and become engrossed in their play. For instance, they gain early mathematical skills and develop use of their smaller hand muscles as they use tweezers to pick up toy dinosaurs and sort these according to colour. They count carefully as they put the dinosaurs into bowls. Children enjoy regular use of local facilities, offering them additional learning opportunities and helping them to understand their community. For instance, they learn about the natural world and the history of their local area when they visit a nearby museum.

Children follow the childminder's good example and are kind, caring and patient. For example, older children patiently wait for their turn when younger children join in a game. Children gain a practical understanding of how to keep themselves healthy. For example, they look at books about oral hygiene and clean laminated pictures of teeth. The childminder is sensitive to the potential effects of the COVID-19 national lockdowns. She offers children opportunities to interact with others and supports them well so they enjoy these social occasions.

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

- Children make good progress. The childminder has high expectations and uses practical procedures to assess their development. She understands what children need to learn next and offers play opportunities that help them take the next steps in their learning and be well prepared for school. The childminder diligently monitors children's progress. She quickly notes any weaker areas and offers support so that no child falls behind in their learning.
- The childminder is enthusiastic about her work and is committed to developing her practice. She undertakes training and uses the new knowledge she gains. For example, she now makes greater use of books as a way of helping children to understand their emotions.
- The childminder works well with other childcare providers and professionals. She exchanges pertinent information and helps to ensure that children's needs are understood so they receive appropriate support. This is particularly beneficial to children with special educational needs and/or disabilities, and they make good progress.
- The childminder gently reinforces children's learning. They set out a toy farm and talk about the different animals. When they then visit a real farm, children quickly recognise the animals and remember the sounds they make. They refer to posters and sing songs to reinforce this further.
- Children show that they enjoy books. They listen intently as the childminder

reads to them. She skilfully maintains their attention as they describe the pictures, and they eagerly repeat new words, such as 'bonfire' and 'explosion'. Children have many opportunities to look at books that help them appreciate other ways of life and the wider world.

- The childminder speaks clearly to children and helps them join words to make sentences. Children speak confidently, using their good language skills to explain what they are doing, for example.
- The childminder thoughtfully plans interesting opportunities that aid children in making marks and developing the muscles which will support them when they learn to write. For instance, children make patterns in a tray of ground rice and use large brushes to paint the fence with water.
- Children enjoy choosing what to play with and the childminder generally supports them in extending their play. However, on occasion, she does not support children as much as possible in expressing their creativity, trying out their ideas and learning to think critically to solve problems.
- Parents praise the childminder and report that their children settle quickly and enjoy their time with her. They highlight the good progress their children make and feel that the childminder keeps them up to date with what their children have been doing each day. However, the childminder does not consistently support parents to build on their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in promoting children's welfare. She has a good knowledge of safeguarding, completing regular training to keep this up to date. The childminder knows how to recognise possible signs of abuse or neglect, and how to report any concerns to the correct professional. She understands how wider issues, such as association with extreme views or practices, can affect children and their families. Additionally, the childminder is aware of the potential risks associated with use of the internet and takes appropriate action to protect children.

What does the setting need to do to improve?

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

- extend opportunities that support children to express their creativity and ideas, try these out, and develop their skills in thinking critically and solving problems
- enhance the support offered to parents to help them build on their children's learning at home.

Setting details

Unique reference number	2583478
Local authority	Luton
Inspection number	10251049
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	2 to 3
Total number of places	6
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 all year round, from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- This was the first routine inspection the childminder 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 inspector observed activities inside and outside, and assessed the impact these have on children's learning. The childminder and the inspector discussed the childminder's intentions for children's learning.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including safeguarding procedures and proof of the suitability of household members.
- The inspector talked with children during the inspection. She viewed written feedback from parents and took account of their views.

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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