

Childminder report

Inspection date: 26 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are settled and secure and enjoy their time with this enthusiastic childminder. They mirror her positive, energetic approach and participate enthusiastically in activities. For example, they carefully stack cans, eagerly throwing bean bags and counting how many cans they succeed in knocking over. Children reflect the childminder's high expectations and concentrate on activities. For instance, they work together to set out picture cards, carefully matching these to the pictures on their lists and persevering until they have completed the task.

Children are becoming increasingly independent. They choose what to play with, organise their shoes and sunhats before going outside, and recognise when they are thirsty and fetch their water. Children's behaviour is good, and they show care and consideration for one another. They listen carefully and follow instructions, for example, as they tidy away the toys and sit down for an activity. Children enjoy daily activities, such as music and movement sessions, that support them in developing good physical skills. They dance to the music, hop like a frog and move like a robot, helping to develop their balance and coordination. Children respond to the childminder's practical explanations and show a good understanding of how to keep themselves safe, for example, when using outdoor play equipment.

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

- The childminder continuously reviews her practice and implements improvements. She ensures that the toys and resources reflect children's interests and needs. She completes training and takes part in network meetings for childminders, helping her to keep up to date with any changes.
- Children make good progress and are well prepared for moving on to nursery or school. The childminder observes children and monitors their progress, checking that no child falls behind in their learning. She uses her experience to help her understand how each child is developing and to plan what they need to learn next. The childminder offers children an interesting range of play opportunities that aids them in taking the next steps in their learning.
- The childminder recognises the importance of supporting children to develop their language and communication skills. She offers children regular activities, such as blowing up balloons, that help develop the muscles used to form sounds and words. Children develop good language skills and use these to explain their play. They understand some of the intricacies of communication. For example, when looking at picture cards, they intentionally say the wrong animal name, laughing as they recognise the joke.
- Children who speak English as an additional language make good progress in learning English. The childminder repeats new words and makes sure children understand them. She successfully balances the use of English with ongoing

opportunities for children to speak in their home language.

- The childminder's good use of resources and ongoing discussions helps children gain a practical appreciation of differences. They talk about family compositions and different traditions in families. Additionally, they use local facilities, such as parks and a museum, that aid them in understanding their community and feeling part of it.
- Children enjoy looking at books and understand that these can be used for different purposes. For instance, they look through factual books that help them understand different feelings and practical issues, such as how to keep safe when out shopping.
- Parents praise the childminder and feel that she provides a safe, welcoming environment for their children. They report that she communicates well with them and helps them to understand their child's development and how to build on this.
- The childminder works well with other professionals. She exchanges information and makes sure children receive the support they need. This particularly aids children with special educational needs and/or disabilities, and they make good progress.
- Children enjoy their play and interaction with the childminder. However, on occasion, the childminder solves problems for them, rather than encouraging them to do this for themselves and extend their ability to think critically and creatively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very clear about her responsibility to promote children's welfare. She has a good knowledge of safeguarding and knows how to identify any possible concerns in a child's life and report these to the correct professional. The childminder refreshes her safeguarding training to keep her knowledge up to date. This includes maintaining a knowledge of wider concerns, such as radicalisation. She understands the possible risks associated with use of the internet and takes effective action to keep children safe. She shares information with parents, helping them to protect their children.

What does the setting need to do to improve?

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

- extend the opportunities that support children to explore further and develop their skills in solving problems and thinking critically and creatively.

Setting details

Unique reference number	2626276
Local authority	Luton
Inspection number	10289453
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 4
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 2021 and lives in Luton. She operates during term time only, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She 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 childminder and has taken that into account in their evaluation of the childminder's setting.
- The childminder showed the inspector the premises and discussed how she ensures that these are safe and suitable.
- The inspector observed activities, indoors and outside, and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector discussed and reviewed activities.
- The inspector viewed relevant documentation, including safeguarding procedures and proof of the suitability of household members.
- The inspector talked with children at appropriate times throughout the inspection. She also reviewed written feedback from parents and considered 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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