

Childminder report

Inspection date: 11 April 2024

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 enthusiastically play and learn in the childminder's care. They form close relationships with both the childminder and her assistant, inviting them to join their games and experiments. For example, children wait in anticipation while the childminder encourages others to bury their hands in sand. Children compress the sand while the childminder asks them to describe what the sand feels like on their hands. Children begin to use complex sentences in their descriptions. Younger children listen to the childminder narrate what they are doing. She introduces words, such as 'squeeze' and 'separate', which children begin to use themselves. Through the curriculum, children learn to become confident, articulate individuals.

Children choose activities and resources that interest them. They move items around and play with them in many different ways. Children begin to use their imagination while they experiment and investigate. From an early age they begin to form friendships and begin to play with other children. They negotiate with their peers in their games, helping them test out rules, such as sharing and taking turns for themselves. This helps children build respect and consideration for others.

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

- The childminder works very well with her assistant. Together they plan themes and activities. They share routine tasks to help ensure children are cared for and learn in a well-organised environment. For example, each day, the childminder and her assistant split the children into smaller groups. Each adult leads an activity that focuses on children's next steps in learning. They build on what children already know at a pace and level suited to the age and stage of development of the group. For example, while the oldest children talk about different countries and match shapes and words on a map, younger children strengthen their language and counting skills while they search for dinosaurs in a sand tray.
- The childminder ensures both she and her assistant continue to develop their professional skills and knowledge. The childminder reads updates, joins professional webinars and courses and networks with other local professionals to help expand her already good knowledge and understanding about how children learn. She cascades important information to her assistant and ensures that they both complete regular training in key areas, such as safeguarding. This helps to ensure the quality of care and education is consistently provided.
- The childminder makes good use of the local environment and community, such as visits to a bakery and local farm park. This helps children learn in memorable ways. Children embrace local and national events. For example, they entered a competition to find out about the environment. This helps to trigger new interests and an awareness of the world around them.

- The childminder builds good relationships and clear communication with other settings that children also attend. They share information about children's progress and about the themes and topics children have been learning about. The childminder adapts her plans to incorporate topics that children enjoy elsewhere. This helps maintain continuity for children to build on what they already know and understand.
- Parents share important information with the childminder when children first start in her care. For example, she finds out about daily routines and what children are already able to do to help her create a welcoming and secure environment right from the start. As babies grow, the childminder works with parents to adapt routines, such as sleep patterns, to suit the needs of individual children. The childminder finds out about family traditions and beliefs. She talks to children about the celebrations they have with their families and friends, helping children feel proud of their identity.
- The childminder and her assistant provide a good balance between adult-led and children's self-chosen activities. This allows children to make independent choices to help support their personal development. However, during children's self-chosen games, the childminder does not add sufficient challenge to help extend children's learning to the highest level.
- Children are keen to practise what they can already do, such as recognise and begin to form letters for themselves. However, the childminder does not always encourage children to develop their thinking skills further to find different ways of doing things, solve problems or predict outcomes for themselves.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- add more challenge to children's self-chosen play and activities to help accelerate learning even further
- encourage children to develop their skills to solve problems, predict outcomes and find different ways of doing things for themselves and with their friends.

Setting details

Unique reference number	2660028
Local authority	Luton
Inspection number	10335465
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Luton. She operates all year round, from 8.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and provides funded early education for two-, three-, and four- year- olds.

Information about this inspection

Inspector

Katrina Rodden

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 her evaluation of the provision.
- The inspector observed activities in the childminder's home and garden. She spoke to the childminder, her assistant and children at appropriate times throughout the inspection.
- The childminder described her curriculum and the progress children have made in her care.
- The inspector watched focused activities that were led by the assistant and by the childminder. They spoke about the quality of teaching.
- The inspector read feedback left by a small number of parents. She took their views into consideration in her evaluation of the provision.

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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