

Childminder report

Inspection date: 22 October 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

The childminder offers a warm and welcoming home environment. She builds strong bonds with children to help give them a good foundation for successful learning. The childminder provides a secure routine for children. This helps them to be comfortable in her care and behave well. For instance, she says the word 'finish' to young children, who then know it is time to tidy away the toys, and they help to do so. The childminder builds on children's interests to extend their learning. When children enjoy singing songs and rhymes, she sings songs that help young children learn about their bodies. The childminder listens and responds to words and verbalisations that children make. This values their voices and helps children to understand very early sociable behaviours.

The childminder builds on children's concentration skills through playful activities. She encourages children to put pom-poms into pots. She further challenges their learning over time by encouraging them to sort the pom-poms by colour using tweezers. Children persevere with the tweezers and experiment with different ways of successfully putting the pom-poms into the pot. This helps to support and strengthen their small hand muscles.

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

- The childminder has high aspirations for all children who attend. She has a clear curriculum and implements it effectively. This helps children to develop and gain broad experiences that will help them to be ready for the next stage of their education.
- The childminder values her professional development. She attends training that will make a difference to the children she cares for. She seeks out support from other experts, such as nursery class teachers, to increase her own knowledge and skills. She uses the information and new skills in her practice.
- Parents are extremely happy with the service the childminder provides. They value the support and flexibility she offers. The childminder and parents work closely together to support children's learning, such as sharing the progress check at age two.
- When children require additional support to help their development and learning, the childminder works closely with other professionals. For example, she shares information for assessments and transition. This helps to provide continuity of learning for children.
- The childminder knows children extremely well. She understands how they develop and that they all have their own preferred ways of learning. She takes these interests, needs and preferences into account when planning activities for children. This helps to support them to make good progress in their learning.
- The childminder personalises resources to meet children's individual learning

needs. She makes specialist items to support their sensory development. For example, when children demonstrate an interest in numerals, the childminder makes and uses different textured numerals for children to touch and feel. This helps to promote children's natural curiosity.

- The childminder helps children understand what contributes to a healthy lifestyle. She encourages them to wash their hands before eating to help reduce the spread of germs. She provides healthy snacks and speaks about healthy diets with parents.
- When planning activities, the childminder does not always sharply focus on the next steps in children's learning. At times, there is too much for them to embed before moving on to the next skill. This means children do not always make the very best possible progress in their learning.
- There is a strong focus on communication and language skills. The childminder talks to children constantly while they play, helping them to hear a range of language and words. She uses actions and gestures to help give meaning to the words and support children's understanding. However, the childminder does not always extend their vocabulary during sensory activities to help them hear the widest array of words.

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:

- focus more sharply on the purpose of planned activities to help children make the best possible progress from their starting points
- use even more language during sensory play to extend children's vocabulary even further.

Setting details

Unique reference number	2688230
Local authority	Luton
Inspection number	10363695
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 2
Total number of places	2
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Luton. She operates term time only from 7am to 5.30pm, Monday to Friday. The childminder receives free early education funding for children aged two years.

Information about this inspection

Inspector
Elke Rockey

Inspection activities

- The childminder talked to the inspector about their curriculum and what she wants children to learn.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.
- The inspector talked to parents during the inspection 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

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