

Childminder report

Inspection date:

14 October 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder demonstrates an enthusiastic approach to her childminding. She is continuing to embed her planned curriculum. However, when the childminder chooses to care for more than three children in the early years foundation stage, she is not able to meet their learning needs effectively enough. The childminder responds appropriately to children's care needs. She regularly changes children's nappies, responds to their sleep needs and supports children to sit around the table together for their snack. However, the childminder is sometimes distracted from focusing on the provision of good quality learning experiences. For example, when children choose to play with building bricks, which the childminder identified as a key interest, she does not support their curiosity and development. Therefore, children's interest is not sustained, so they lose interest and wander off. Additionally, the behaviours of some children have a further impact on the quality of the learning opportunities delivered by the childminder.

The childminder supports children to explore the sounds that different instruments make. Babies bang their beater onto the metal drum to hear its sound. The childminder provides children with coloured crayons and paper. Young children learn how to grip the crayons and enjoy making marks on paper. They share their creations with the childminder, who praises them for their achievements. The childminder encourages babies to develop their physical skills as they learn to walk. Younger children demonstrate their climbing skills as they climb the steps of the slide.

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

- The childminder completes required mandatory training and has accessed additional training to develop her knowledge further. For example, the childminder has completed level 2 autism training. This has broadened her understanding of the signs and characteristics of autism.
- The childminder uses settling-in sessions and her own observations of the children to develop an understanding of their care routines and stages of development. This supports the childminder to understand each child's personality, interests and learning needs. However, on occasion, the childminder's interactions with the children to support their ongoing development is not consistently effective. This is further heightened by the childminder's decision to care for more than three children in the early years foundation stage.
- The childminder places high priority on providing daily opportunities for the children to participate in activities in the local community. For example, children make new friends when they attend toddler groups. This supports their social development as they mix and join in activities with other children. Furthermore,

the childminder supports children's developing physical skills during trips to the park and soft-play centres. Children also enjoy outings to the zoo and the farm, where they learn about different species of animals and have opportunities to pet the rabbits.

- Children demonstrate that they are comfortable to explore the available resources. They naturally seek reassurance from the childminder if needed, which supports their emotional well-being. The childminder encourages children to help her tidy away the toys and wipe the table in readiness for snack. This supports children to develop a sense of responsibility. Additionally, the childminder supports children to develop their self-care skills, such as washing their hands at appropriate times during the day.
- The childminder supports children's early language development. She introduces children to new words, such as 'shake' and 'bang' when they handle musical instruments and 'splash' when they use their hands to feel water. She sings rhymes to young children, such as 'Twinkle, Twinkle Little Star,' and shares story books with them.
- The childminder develops positive relationships with parents. Information obtained from parents at the start of the placement enables the childminder to get to know the children and eases the transition from their home into her care. Parents receive daily updates about their child's day, including photos of them participating in activities.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
embed the implementation of the curriculum, including interactions with the children, to ensure all children receive consistently meaningful learning experiences that build on what they already know and can do	29/11/2024
ensure that where exceptions to the usual ratios are made, that the individual learning needs of all the children are met.	29/10/2024

Setting details

Unique reference number	2689133
Local authority	Luton
Inspection number	10363721
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 5
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 2022. She lives in Luton and operates from 8am to 6.30pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector
Ann Austen

Inspection activities

- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed children taking part in activities with the childminder and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.

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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