

Childminder report

Inspection date: 11 September 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 provides children with a welcoming and calm atmosphere, where they feel safe and secure. She places a strong focus on children's language and communication skills. Children use their imagination as they mould and shape the dough they play with. The childminder follows their lead in discussions. For instance, children speak about the tent they have made. The childminder expands this discussion further, encouraging the children to think about their own experiences of staying in tents. Children confidently talk about their own experiences and go on to explain what they are doing as they develop and improve their models further.

Children form meaningful friendships with one another at the childminder's home. They enjoy working together to complete puzzles. The childminder gently encourages children to share and take turns. She helps children to understand how to support their friends if they are struggling. For instance, she models how they can help other children to join puzzle pieces together by giving them instructions. Children then readily support their friends to complete the puzzle as a result of the childminder's support and encouragement.

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

- The childminder has a strong knowledge of the children who attend her setting. She recognises what children are able to do already and what they need to do next. She is quick to identify any emerging difficulties and monitors these closely, working with parents to ensure that children receive a good level of support. As a result, all children make good progress with the childminder.
- The childminder regularly reads familiar stories to children. They eagerly join in with the end of familiar phrases. The childminder pauses, allowing the children to anticipate what might happen next and talk about what they can see happening in the pictures. Older children then confidently retell the story to their friends after the childminder has finished reading to them. Children enjoy regular visits to the library where they select books relating to the topics they are learning about, as well as joining in with singing and rhyme sessions. These opportunities help children to foster a love of books, rhymes and songs.
- Children are learning to become independent and manage their own personal care needs. Children wash their hands when preparing for their lunch. Overall, the childminder supports this effectively. However, on occasions, she does not help children to understand why it is important that they follow these positive hygiene routines.
- Training and professional development are important to the childminder. This helps her to support the individual needs of the children who attend. She recognises the gaps in her professional knowledge, and she actively seeks out

courses to help her deepen her understanding. For instance, the childminder has completed a course to help her to communicate with children in other languages. She also works with parents to broaden her knowledge and ensure that she has the relevant vocabulary so that she can communicate effectively and meet all children's needs successfully.

- The childminder helps children to understand about the wider community that they are part of. She plans activities to build children's understanding of what makes them unique. Children demonstrate to the childminder that they understand what she teaches them. For instance, they speak about the different words that children use for things when they speak another language. Children enjoy opportunities to try foods from different cultures, and this helps them to deepen their understanding of other cultures that are important to those around them.
- The childminder corrects children's misconceptions to help them to develop their understanding of what they are learning about. For instance, she helps children to understand about different forms of transport and who these are used by. The childminder links this to activities that children have previously completed. For instance, she speaks to them about how firefighters travel around and reminds them about their visit to the fire station. This helps children to make connections between their different experiences.

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:

- support children to develop a strong understanding of why it is important to follow the positive hygiene routines that are in place.

Setting details

Unique reference number	2757662
Local authority	Central Bedfordshire
Inspection number	10356706
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the village of Slip End, Luton. She operates all year round, from 7.45am to 5.45pm, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector
Jenny Hardy

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, and she assessed the impact that this was having on children's learning.
- The inspector read a range of written feedback from parents and took account of their views.
- The inspector viewed relevant documentation.

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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