

Childminder report

Inspection date: 17 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder offers a warm and secure environment. Children show they are happy as they smile, laugh and giggle together. They build trusting relationships with the childminder, who knows them incredibly well and supports their unique qualities. Children often take the childminder's hand to invite him into their play. The childminder interacts well and offers reassurance to help each child to settle and engage in their learning.

Children's behaviour is impeccable. They are well mannered and show real care and consideration to others as they share toys, play and chat together. The childminder offers gentle reminders to help children to learn expectations and boundaries. Children understand the routines of the day, and they wait patiently during transition times and singing sessions.

The childminder provides a curriculum that helps children to gain skills in readiness for school. Children are encouraged to make choices and be independent. For example, they choose to play in the role-play area, and the childminder knows when to engage to extend children's understanding. He listens to and values children's ideas and engages in purposeful play and meaningful conversations. This helps children to become confident learners. Children's communication and language is supported well. The childminder models language and repeats words to support children's developing language.

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

- The childminder and those he works with assess children and identify their next steps in learning. They identify emerging gaps quickly and share information with others. The childminder follows individual support plans to help close gaps. A curriculum is planned based on children's interests, organised trips and children's next steps for development. However, the childminder does not always use the information gained from assessments to consistently implement a curriculum that helps every child to make maximum progress in their learning.
- The childminder keeps up to date with mandatory training. He works closely with others to share ideas and reflection. The childminder networks with other childminders and gains updates from the local authority to ensure that he keeps up to date with current guidance. However, the childminder has not considered what further continued professional development he would benefit from to continue to develop and enhance teaching practice further.
- Children benefit from a wide range of exciting trips and visits. The childminder thinks about how he can support the individual needs of each child in their learning. For example, children build on their knowledge and understanding of the world and learn how to keep themselves safe as they visit the zoo and

woodland areas. They have vast opportunities to develop their physical skills as they take part in gymnastics sessions and visit the soft-play centre. However, the childminder has not considered how to arrange the home learning environment to enable all children to consistently access a broad and rich curriculum to strengthen their knowledge and skills further.

- Parents' comments are extremely positive. They comment that they are happy with the childminder's service and that their children love going there. Parents say that their children are making good progress, and they receive regular information about what the childminder is working on with them.
- Children show independence and are familiar with the routines and expectations as they prepare for outdoor play. They show awareness of what they need as they put their hats on and wait patiently for their sun cream. When it rains, the children know to get their raincoats and to put their hoods up. Children thrive in the outdoors. They move around the space with ease, accessing the resources on offer.
- The childminder engages children well in stories, songs and rhymes. His enthusiasm for stories sparks children's enjoyment. Children listen intently, and they respond well to questions and repeat words that are modelled to them. They giggle with delight as they hear and make different animal sounds. Older children predict what might come next. They recall past experiences they have had at the zoo as they talk about the animals in the stories.

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:

- use information gained from assessments to consistently implement a curriculum that helps every child to make maximum progress in their learning
- identify ways to take part in continued professional development to enhance teaching practice further
- plan and arrange the learning environment to provide consistently rich opportunities for children to strengthen their knowledge, understanding and skills.

Setting details

Unique reference number	EY241653
Local authority	Luton
Inspection number	10403294
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	0 to 11
Total number of places	6
Number of children on roll	30
Date of previous inspection	4 January 2023

Information about this early years setting

The childminder registered in 2003 and lives in Luton. He operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works alongside his wife, who is also a registered childminder. He holds a recognised childcare qualification at level 3. The childminder provides funded early education places for all eligible children.

Information about this inspection

Inspector
Emma McCabe

Inspection activities

- The childminder showed the inspector the premises and discussed how he ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises his early years provision, including the aims and rationale for his early years foundation stage curriculum.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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