

Childminder report

Inspection date: 9 June 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

Children enjoy their time in the welcoming setting created by the childminder. They are settled and quickly build warm relationships with both the adults and other children. Children react to the positive atmosphere, approaching activities and play experiences confidently and inquisitively. For example, children develop their fine motor skills as they squeeze, squash and shape coloured dough. They spontaneously choose further resources to use as tools, persevering when the dough becomes stuck. Ongoing opportunities such as this aid children in developing the skills and attitudes that support them when they start school.

The childminder understands that children often mirror the behaviour of adults and so ensures that she and any assistant she works with are good role models. Children respond to this and, with gentle, ongoing support, they are learning to share and resolve minor disputes. Again, with the childminder's support, children are gaining a good understanding of how to keep themselves safe. For example, young children understand that having too many toys on the floor can be dangerous. Well-established daily routines and ongoing explanations support children in learning healthy lifestyle practices. For instance, they wash their hands before eating, talking about the importance of washing any germs away.

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

- The experienced childminder continues to enjoy her work and is committed to reviewing this and making ongoing improvements. The childminder reads current childcare literature and information, helping her to keep up to date with any changes and develop her practice. She shares her knowledge with any assistants that she works with, ensuring that children receive consistent, good quality care.
- Children make good progress and are well prepared for moving on to nursery or school. The childminder observes children and uses her experience and written guidance to help her understand what they are learning. She then plans how she can support them in taking the next logical developmental steps, offering them activities linked to their interests. The childminder monitors children's progress and makes sure that no child falls behind in their learning.
- Children are well supported in developing their language and communication skills. They enjoy participating in discussions, such as ones about family members and recent events. The childminder makes good use of children's interests to further extend their vocabulary. For example, children who like animals and dinosaurs delight in finding these hidden in dough and foam, eagerly naming each one and describing the sounds they make.
- The provision of a stimulating variety of resources supports children in developing their exploratory skills. For instance, children experiment as they mix

different coloured dough. They develop their creative skills as they make 'marbles' with the dough.

- Children demonstrate a growing enjoyment of books and reading. They become fully involved in stories, for example, discussing the other books written by the same author. The childminder captures children's attention, for instance, as younger children lift the flaps and delight in finding the hidden animals and then in comparing these to toy animals.
- Children learn about their community, for example, through the use of local facilities, such as parks and the library. They enjoy opportunities to share information about their family cultures and traditions. Specific activities, such as looking at national flags, enable children to start to appreciate the wider world.
- Children have many opportunities to explore the toys and resources and thoroughly enjoy their interactions with the childminder. However, on occasion, the childminder does not make the best use of opportunities to fully build on children's learning and skills.
- Parents state they value the 'home-from-home environment' provided by the childminder. They note the good progress their children make while with her. The childminder builds professional relationships with parents. She provides information about the activities that children have enjoyed, helping parents to extend their children's learning at home.

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:

- build on the opportunities that support children in extending their play and learning to the optimum.

Setting details

Unique reference number	EY290113
Local authority	Luton
Inspection number	10394605
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 7
Total number of places	12
Number of children on roll	8
Date of previous inspection	16 September 2019

Information about this early years setting

The childminder registered in 2004 and lives in Luton. She operates all year round from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant. The childminder provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The inspector observed activities and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The childminder showed the inspector a range of relevant documentation.
- The inspector talked with children and the childminder's assistant at appropriate times throughout the inspection. She also looked at written comments from parents 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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