

Childminder report

Inspection date: 25 May 2023

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 provides a welcoming home-from-home setting. Children are confident and busy in their play together. They engage in interesting and enjoyable activities that are based on their interests and next steps in learning. For example, children learn how to follow instructions well as they are challenged to find different-coloured loose parts. They then match these to the correct coloured bowl, using tweezers and scoops.

Children practise sharing with each other as they hand each other toys and say, 'This is for you.' Children consistently use their manners with each other and enjoy group cuddles with the childminder. This demonstrates the close bond that they have with each other. Children are familiar with the routines of the day. They wash their own hands and collect each other's water bottles, ready for mealtimes. Children tidy away their plates, cutlery and toys after use. They feel valued and proud when the childminder praises them for their efforts.

The childminder is excellent at modelling language and extending play. She engages the children's imagination as they name their toy builders, and they learn to count as they build walls with wooden slices. The children smile as they listen to the childminder using different voices for their characters.

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

- The childminder has a close relationship with the children who she cares for and knows them well. She has a clear understanding of their starting points from their first settling-in session. She ensures that she collects information about the children's likes and dislikes and incorporates these into her activity planning. The childminder continually assesses children's progress as she observes and tracks their ongoing development and shares this with parents.
- Children enjoy learning about what makes them unique and what they have in common with others. For example, children use mirrors to look at themselves. They identify something about their physical appearance, such as their freckles, and then see if their friends have the same or something different. This promotes discussion and respect for each other's differences.
- The childminder has developed some strategies to help deal with disagreements and negative behaviours when they arise. However, the childminder is not always consistent in her approach to managing unwanted behaviour, and she does not always help children to understand and manage their own feelings.
- Children have many opportunities to go out in the local community. They visit nearby parks and go to playgroups and soft-play centres with the childminder. They learn about nature and the wider world as they attend a gardening club. Children look after their own plants and dig in the soil with different tools. This

helps children to develop their physical skills.

- The childminder helps to promote children's language skills. She plays at their level and is positive with her language and tone of voice when speaking to show that she is interested. She talks to children about what they are doing as they play, and she repeats things back to them to check her own understanding of what they have said. Children learn new words, such as 'soft' and 'fluffy', to describe the texture of objects. This helps to develop their vocabularies further.
- Parents are provided with regular information about their children's day and the progress their children make in their development. Parents feed back that they feel their children are safe and happy and that their children love the childminder and her home. The childminder tells parents what they are working on in the setting so that they can continue at home. For example, she gives parents suggestions to help with their children's independence and routines.
- The childminder supports children in leading healthy lifestyles. For example, they follow good hygiene routines and are provided with healthy snacks and meals. Children spend time every day in the fresh air where they have opportunities for exercise. They learn about the importance of keeping the setting clean as they are given small tasks, such as sweeping and vacuuming the floors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibilities to protect children from harm. She knows the potential signs and symptoms that may indicate a child is at risk of abuse, including risks associated with female genital mutilation or extremist behaviours. She is aware of the referral procedures to follow should she have a concern about a child's welfare. In addition, she knows the process to follow if an allegation is made against herself or another adult in her household. The childminder continues to update her knowledge and skills by attending relevant online training, and she teaches the children about how to keep themselves safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance care practices to consistently support children's emotional security and take appropriate action to help children understand and manage their own feelings.

Setting details

Unique reference number	EY317500
Local authority	Luton
Inspection number	10285553
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 October 2017

Information about this early years setting

The childminder registered in 2005 and lives in Luton. She operates term time only from 7.30am to 5pm, Monday to Friday. The childminder holds a relevant level 3 qualification and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Aimee Dillard

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector had a learning discussion together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the childminder's setting.
- Parents shared their views of the childminder's setting with the inspector through written feedback.
- The childminder and the inspector carried out a joint observation.
- The inspector interacted with the children at appropriate times during the inspection and observed their interactions with the childminder.
- The inspector viewed the areas of the premises that are used for childminding.
- The childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of household members.

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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