

Childminder report

Inspection date: 28 January 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and demonstrate they feel safe and secure in the childminder's care. They welcome visitors with a wave and freely talk to them about what they are doing. Children thoroughly enjoy books. They know how to use pictures to gain information. This helps them to make up their own stories. At other times, children snuggle up close to the childminder while she reads to them. She helps children to understand how to follow words as she points them out on the pages. This enables children to build the foundations for learning to read when they move on to school.

Children have lots of time to explore and be creative. They think carefully of what colours to use as they paint detailed pictures. Children skilfully use their hands to unscrew lids from paint tubes and use fine brushes with ease. The childminder is a patient teacher and often tells children that she likes what they are doing. This promotes children's self-esteem, and they smile as they receive praise. At other times, children explore sound using an electronic drum kit. They listen carefully and work out the differences between the sounds they create. Children are relaxed and content in their learning. Their behaviour is good.

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

- The childminder reflects on her practice and looks at ways to continually improve. She uses training and online webinars to help her to continually develop her knowledge and skills. The childminder always makes sure that her mandatory training is up to date.
- Throughout the COVID-19 pandemic lockdowns, the childminder offered care to children of key workers. She offers flexible hours to fit in with parents' work patterns. Her consistent care and education help children continue to make good progress.
- The childminder gathers key information from parents about what children can already do when they start to attend her setting. She uses this to plan familiar care routines and ensure effective settling-in arrangements. The childminder knows what children need to learn next and tracks their development closely. She builds positive relationships with parents and shares information with them about the progress their children are making and the care they receive.
- The childminder is an effective teacher and knows how to support young children to learn. She constantly models counting and encourages children to look at numbers in the environment. Whenever children go upstairs, they count as they go up and down and make sure that the number they end at is always the same.
- Children are learning how to develop healthy lifestyles. They have many opportunities to be active in the garden. The childminder and children sit together at mealtimes and talk about the textures of food, such as 'crunchy

cucumber' and 'soft rice'. Mealtimes are used for social conversations. The children tell the childminder that they are having a good day.

- The childminder skilfully promotes children's communication and language skills. She gives them lots of time to talk and express themselves. The childminder values what children say and introduces new vocabulary. Children confidently engage in conversations with visitors.
- The childminder helps children to prepare for moving on to nursery or school, such as by giving them many opportunities to develop independence skills. However, she has not explored how she can work in partnership with nurseries where children spend most of their time. Consequently, continuity in children's learning is not always optimised.
- The childminder is aware of children's cultural backgrounds and what festivals are important to them and their families. However, children have less opportunity to explore a range of diverse cultures and differences between others. The childminder has not fully considered how to support their awareness of diversity and inclusion to the fullest.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise and respond to any signs that children may be at risk of harm or extremist behaviour. She describes what signs and symptoms would raise her concerns. The childminder is aware of agencies in her local area and knows how to pass on concerns to them. She undertakes regular training to help her to keep her knowledge relevant and up to date. The childminder has effective safeguarding policies and procedures in place. She shares these with parents to help them to understand how she endeavours to keep children safe in her care.

What does the setting need to do to improve?

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

- explore ways to build partnerships with other settings children attend, to further promote continuity in children's learning
- consider ways to broaden children's understanding of diversity and cultures beyond their own experiences.

Setting details

Unique reference number	EY368809
Local authority	Luton
Inspection number	10083277
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	3 to 14
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 August 2014

Information about this early years setting

The childminder registered in 2008 and lives in Luton, Bedfordshire. She operates all year round from 7am to 8pm, Monday to Friday, except for bank holidays and family holidays. The childminder also offers flexible care at weekends.

Information about this inspection

Inspector
Jill Hardaker

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 her evaluation of the setting.
- The inspector looked at the areas of the childminder's home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.

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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