

Childminder report

Inspection date: 12 February 2024

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 are happy and settled in the childminder's care. They share jokes with the childminder in a relaxed and comfortable environment. Children confidently move around the house, finding their wellington boots and coat so that they can go and explore the garden. The childminder encourages children to fasten their own coats, helping to build children's confidence to become independent in preparation for school.

Children embrace the activities and resources the childminder provides to help support the clear and well-planned curriculum. For example, children play a game with the childminder, taking turns to roll a dice. They begin to recognise the represented number by identifying the pattern of dots and count them to confirm the quantity. Children find same the number of coins before waiting for their next turn. The childminder adds challenges to the game, asking children how many coins they will have when they add one more. This helps children extend their knowledge and understanding of mathematics.

Children feel valued. They ask questions and make requests about what they would like to do in the knowledge that the childminder will listen and respond positively. Children reciprocate with the same level of respect and kindness shown to them by the childminder. This contributes to the good behaviour and attitudes towards others that children display.

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

- The dedicated childminder maintains high levels of professional development. She purposefully finds training courses and workshops that help strengthen her already good knowledge and understanding of how children learn and develop. For example, a recent course has helped to ensure children's precise next steps in learning are integral in both planned activities and in children's self-chosen play and exploration. This contributes to the good progress children continue to make.
- The childminder works closely with staff from other settings that children also attend. She keeps in regular contact with children's key persons, helping to ensure there is a consistency to what children need to learn next. Any emerging gaps in learning are quickly identified and addressed through focused teaching and support.
- Children's emotional wellbeing is effectively supported. For example, children who enjoy colouring sit with the childminder. They concentrate for long periods on the designs they create or colour. While they are occupied, the childminder chats with the children about what they have been doing at home, about their feelings or any worries they might have. Children begin to identify their feelings,

helping them build resilience and ability to regulate their emotions. This helps to support children's personal development.

- Partnerships with parents are good. The childminder gathers information from parents that helps her quickly settle children in her care and allows children to build on what they already know and understand right from the start. The childminder shares information about what children have been doing and finding out about with parents through a secure electronic application and through open discussion. This helps parents feel confident about leaving their children with the childminder and allows them to follow ideas and suggestions to help children continue to learn at home.
- The childminder takes children to organised groups, local shops and open spaces to help provide different experiences that children enjoy and remember. The childminder borrows additional resources that help children learn even more about themselves and others, such as equipment to help promote positive oral health. The variety of experiences contribute to children's growing awareness of the world around them, triggering new interests and skills to build on.
- The childminder has embedded a strong and effective curriculum in her practice. She ensures that children's learning needs are reflected inside the house and in the garden, enhancing the natural flow of learning that children embrace. There is a clear sequence that helps children gain a good understanding of what they already know before they move on to what they need to learn next. However, at times the enthusiastic childminder is a little quick at offering solutions to problems that children encounter, hindering children's ability to develop their own prediction and problem-solving skills.

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:

- give children more time to solve problems and predict outcomes for themselves.

Setting details

Unique reference number	EY395655
Local authority	Luton
Inspection number	10312188
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	4 to 10
Total number of places	6
Number of children on roll	2
Date of previous inspection	23 April 2018

Information about this early years setting

The childminder registered in 2009 and lives in Luton. She operates Monday, Tuesday and Wednesday from 8.00am to 6pm, during school term times. The childminder provides funded early education for two-, three-, and four- year- olds.

Information about this inspection

Inspector

Katrina Rodden

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 this into account in her evaluation of the provision.
- The inspector observed activities in the childminder's house and garden. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder described her curriculum, how it is reviewed and the impact on children's learning with the inspector.
- The inspector looked at documents relating to the suitability of household members and evidence of training the childminder has attended.
- The inspector read letters and testimonials sent in for the inspection from parents and a training provider. She took their views into account.

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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