

Childminder report

Inspection date: 18 September 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 demonstrate they feel happy and secure in the childminder's care. They move around her welcoming home with confidence and greet visitors warmly. Children are caring towards each other and often praise their peers for their good sharing and kindness. Children play together extremely well. They enjoy being in each other's company and are often found at the same activity. They have fun playing hide and seek, showing this as they laugh and squeal with delight at being found. Children's behaviour is good.

The childminder builds her curriculum around each child's learning needs. She endeavours to constantly build on what children know and can do, and this supports them to make good progress. The childminder knows that children enjoy being outside and provides many learning opportunities in the garden. Children enjoy exploring, such as with sand. They are highly active as they scoot around on ride-on toys and run around playing hide and seek. The childminder allows children to make their own choices. For example, she provides a fruit snack at the time children say they feel hungry. This helps children to manage their own bodily needs.

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

- The childminder places a strong focus on ensuring children's emotional well-being. She gets to know the children well when they start and gathers information from parents about their children's interests and needs. The childminder enables children to have as much time to settle as is necessary. She talks about how she ensures that children feel secure in her care and home before introducing them to other activities, such as toddler groups. This contributes to children's strong sense of belonging with the childminder.
- Children are developing strong imaginations. They move around the garden, pretending to visit different places. When the children settle in an area that they say is a zoo, the childminder provides other resources to extend their play. Children sort animals into sets and strategically place them in different areas. Their good imaginations continue as they pretend to take photos of the animals on old mobile phones. Children share their screens with each other and talk about the photos, as they imagine them to be.
- The childminder observes and monitors children's development closely. Whenever she identifies gaps in children's learning, she proactively looks at ways she can close them. This promotes children's good progress from their starting points. However, there are times when the childminder does not challenge children effectively enough. For example, she does not always build on what children demonstrate they already know, such as how shadows are made.
- Children's speech and language skills are good. They use strong vocabulary as

they talk about what they are doing and negotiate with their peers. Children confidently join in with conversations with adults, where they freely express their views and ideas. The childminder helps children to learn to use words to describe how they are feeling. However, she does not always follow up with children, for instance asking why they are feeling frustrated, to help them to find solutions to problems they encounter.

- Parents speak positively about the childminder. They say their children are very happy to attend her setting and are learning well. The childminder regularly shares information with parents about their children's progress. This helps parents to support children's learning at home further.
- The childminder networks closely with other childminders. This enables her to reflect on her practice as she holds professional discussions with others. The childminder undertakes training and other forms of continuous professional development. This helps her to continually extend her teaching skills and expand her knowledge.

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:

- strengthen the implementation of the curriculum to ensure that all children receive appropriate challenge to suit their ability and extend their good learning even further.

Setting details

Unique reference number	EY427089
Local authority	Luton
Inspection number	10354931
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in Luton. She operates from 8am to 5pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds a qualification at level 4. The childminder provides funded early years care and education for children aged nine months to four years.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- The inspector and the childminder looked at the areas of the childminder's home that she uses with children, and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- The inspector looked at a sample of policies and procedures. These included documents relating to the suitability of household members, and safeguarding and complaints procedures.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with the childminder.

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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