

Childminder report

Inspection date: 19 May 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder and his co-childminder have made strong improvements to the quality of education they provide since their last inspection. Children settle quickly and enjoy coming to the home. They clearly know the adults who work with them well and have secure relationships with them and other children. They benefit from plenty of time to develop their social skills. For example, children play cooperative games, such as basketball, and they play games as they sit with their friends at mealtimes. Children throw balls into hoops. The childminder prompts them to try to get the ball in the higher hoop and encourages them to try again when they do not succeed. This perseverance helps children develop a positive attitude to learning.

The childminder supports children to hear and understand a wide range of words, to help them develop a broad vocabulary. This includes supporting children who learn English as an additional language. Children read, sing songs and chat with all the adults who work with them. The childminder uses sign language to help any children who are less confident to speak. Children show that they understand spoken instructions, for example to put their shoes on or to ride a bike in a circle, forwards or backwards.

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

- The childminder and his co-childminder have attended training to improve their understanding of how to meet children's needs. They assess children's development when they first join to find out what children already know and can do. They train their assistant so that children have experiences that support their learning. Most children are achieving in line with expectations. Where development is lower, children are catching up as the childminder and his co-childminder now focus more specifically on gaps in their development.
- The childminder is enthusiastic, gets involved in children's play and helps them to take the next step. He helps children to move from riding a balance bike to moving the pedals on a larger bike. The childminder and his co-childminder praise children for their efforts and encourage them to get up and try again if they encounter difficulties. At times, they over-direct activities and do not give short instructions that younger or less-confident children can respond to more easily. This means that children do not always see a learning experience through to its full conclusion.
- Parents report that they are happy with the care and education their children receive. They recognise the improvements that have been made over the last few months. Parents also report that they receive lots of support and ideas to help their children's learning at home.
- The adults help children to solve problems. They pretend to get things wrong. For example, they mix up the numbers in a number line, to help children work

out what has happened. This helps children to learn to try again and shows them how to test out their ideas and to not be afraid of making errors.

- Babies enjoy close attention from the adults who work with them. Adults make eye contact and copy the faces that babies make. They repeat their efforts to babble, to help support early talking skills. However, activities are not always planned to allow the youngest children to be as fully involved as the older ones. For example, babies who can stand are not involved in a water activity at a tray where older children tip, pour and transport water. This means that they do not have the best opportunities to learn from their older friends.
- The childminder and his co-childminder have established an improved programme of professional development. This has helped them to make improvements to the safety of their premises and how they manage children's behaviour to help children know what is expected of them. For example, children use a sand timer to take turns with popular toys. The adults give children consistent messages and understand how to explain to children calmly about swapping turns when the timer finishes. They distract children successfully, helping to prevent disagreements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder, his co-childminder and their assistant all demonstrate much-improved knowledge and understanding of child protection matters. They have a secure awareness of the signs and symptoms of potential abuse and/or neglect. They know the reporting procedures for local relevant agencies and how to share any concerns about adults who work with children. Both childminders show a much-improved understanding of how to ensure adults remain suitable to work with children.

What does the setting need to do to improve?

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

- adapt how adults speak to children during activities, to give them enough time to follow instructions and to see activities through to their full conclusion
- find ways to involve the youngest children more successfully in group activities and everyday routines to support their development.

Setting details

Unique reference number	EY452702
Local authority	Luton
Inspection number	10217768
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	1 December 2021

Information about this early years setting

The childminder registered in 2012 and lives in Luton. He operates his provision all year round from 6am to 8.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with another childminder and an assistant on a full-time basis.

Information about this inspection

Inspector

Naomi Brown

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the areas of the provision used by children and discussed the safety and suitability of the premises.
- The childminder, his co-childminder and the inspector discussed the curriculum and their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector observed an activity carried out by the co-childminder. They discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection to gather their views.
- The inspector reviewed a range of documents relating to the running of the provision, including evidence of the suitability of all adults who work with children on the premises.

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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