

Childminder report

Inspection date: 10 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy a range of thoughtfully prepared activities at this welcoming setting. They use their thinking skills to 'save' toy animals frozen in the ice. They experiment with different ways to rescue them. They chip away at the ice blocks with hammers and spray them with water to see what will work best. The childminder skilfully builds on the activity, encouraging children to aim their water bottles at pictures on the wall. Children excitedly notice and look for numerals around the playroom. They correctly identify numerals up to 10, helping them to understand early ideas of mathematics. The childminder praises them which encourages children to behave well.

When children arrive, they are eager to start their day with the childminder. They demonstrate they have strong bonds with her as they follow the routine on arrival and are happy to wave goodbye to their parents, settling quickly with the childminder. Children experience different life roles through play. They pretend to go shopping with toy trolleys and food, and act out being doctors helping 'poorly' dolls. Children dance to music, wiggling their whole bodies and expressing themselves creatively.

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

- The childminder puts children at the heart of her practice. She reflects on changes she can make that will benefit children. For example, she has reduced documentation and has chosen training courses that will benefit specific children. The childminder uses guidance to consider children's development. She then plans interesting activities to help children make good progress.
- The childminder understands the importance of helping children to develop the skills they will later need for writing. There is a range of opportunities for children to develop their small-muscle skills. They squeeze tongs, spray water bottles and cut fruit with safety knives. Children use larger hand motions to create pictures with pencils.
- The childminder knows the children in her care well. She uses information about their lives to provide a range of opportunities to promote their well-being. She works with parents to help ensure children eat healthy food. She also helps parents consider when children are ready to move on to nursery or school.
- Children ask the childminder to read stories to them. They listen and join in with repeated phrases. This helps children develop a love of reading. The childminder considers how the current group of children use books and changes the storage of them, so they learn to handle them more carefully.
- The childminder has a clear vision for the children in her care. She wants them all to be independent before moving on to the next stage of their learning, such as nursery or school. She encourages the youngest to hang up their coats and

peel their fruit at snack time. Older children use the toilet by themselves and wash their hands.

- Communication with parents is frequent. Parents comment that the childminder always answers any questions promptly and regularly gives them information that they can use to help support their child at home. This strong partnership working supports consistency of learning. Parents say that their children thrive in the childminder's care.
- Children who need extra support with their learning are identified early. The childminder puts plans in place to help them catch up. She uses the expertise of professionals and agencies in her local area to ensure children receive the help they need.
- The childminder provides stimulating activities for children to enjoy. She plans these carefully to meet children's individual learning needs. However, there are times when the childminder does not use questioning effectively to develop children's thinking and problem-solving skills further.
- The childminder introduces some new words to children's play. She uses multi-textured props to help deepen their understanding. However, she does not always extend the vocabulary of the most-able children during play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the signs and symptoms of possible abuse, including internet safety. She understands the procedures to follow should she have a concern about a child's welfare. The childminder also knows the procedure to follow if there is a concern about a member of the household. She has recently reviewed safety procedures when taking children to and from school. The changes ensure that children are supervised even more closely.

What does the setting need to do to improve?

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

- allow children more time to think and respond to questions asked, to support their thinking skills further
- help extend most-able children's vocabulary even further.

Setting details

Unique reference number	EY470498
Local authority	Luton
Inspection number	10214727
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 9
Total number of places	6
Number of children on roll	17
Date of previous inspection	4 December 2017

Information about this early years setting

The childminder registered in 2013 and lives in Luton. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elke Rockey

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 setting.
- The inspector sampled relevant documents, including evidence of the suitability of all persons living at the premises and first-aid certificates.
- The inspector observed the quality of education to assess the impact on children's learning.
- The inspector considered the views of parents by speaking to them during the inspection and reading written testimonials.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting.

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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