

Childminder report

Inspection date: 11 September 2019

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 demonstrate that they feel safe. Young babies develop a strong bond with the childminder. They listen well and develop early communication skills as they interact happily. For example, young babies respond with excitement and delight to the childminder's voice during play.

The childminder has a robust settling-in procedure. She works closely with parents to identify children's initial starting points and capabilities. The childminder encourages parents to bring their children for settling-in visits before children start. This supports children's sense of belonging. In addition to this, the childminder follows the home routines of young babies. This helps children to make a smooth move to her setting and they settle with ease.

Children are cared for in a safe and secure environment. The childminder is vigilant. She completes daily risk assessments to ensure that the environment, resources and equipment are safe and suitable for children to use. For example, the childminder ensures that young children access age-appropriate toys that stimulate their learning.

The childminder plans activities that are stimulating and engage the interests of children and young babies. She knows what children can do and she supports them effectively to make good progress in their learning. Children explore the world around them and show interest in life-cycle activities. For example, they develop knowledge of how butterflies grow and develop.

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

- The childminder places a sharp focus on children's communication and language development. She is an effective role model. For example, she introduces children to a wide range of new words during their play. This supports children's growing vocabulary.
- Parent feedback is very positive about the childminder. Parents share their views through questionnaires and daily discussions. They say their children respond well to the childminder and they are making good progress in her care.
- The childminder understands and meets children's care needs effectively. For example, during milk feeds the childminder cuddles babies close, promoting eye contact and reassurance. This supports young children's emotional well-being.
- The childminder supports children to develop a good understanding of their personal safety. For example, she encourages children to help her assess risks and hazards on their walks to and from school. The childminder provides children with boundaries and helps them to understand the consequences of their actions. This has a positive impact on keeping children safe.

- The childminder uses her ongoing observations to understand children's level of achievement, interests and learning styles. She incorporates their next steps in learning into her planning. This has a positive impact in developing children's knowledge and skills across the prime and specific areas of learning.
- The childminder follows a programme of professional development. She attends regular training and local authority networking groups. This helps the childminder to remain updated and improves her teaching practice.
- Children are motivated and show high levels of concentration. For example, young babies spend time studying bottles filled with different materials. They quickly understand that by shaking the bottles they can make different sounds. This excites young children's curiosity.
- Children learn about appropriate ways in which to behave because the childminder promotes consistent boundaries.
- The sharing of information with other settings that children attend is not yet effective in promoting a shared approach to children's care, learning and development.
- The childminder does not routinely reflect on the planned and spontaneous activities she provides so that she can continually promote opportunities for children to make exceptional progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training to ensure that her knowledge of legislation is consistently up to date. She demonstrates a good knowledge and understanding of how to protect the children in her care. The childminder is able to identify signs and symptoms of abuse. She knows what to do if she has a concern about children in her care and she understands the procedure to follow if a referral is required. This has a positive impact on children's welfare

What does the setting need to do to improve?

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

- strengthen partnerships with other providers to consistently support and complement children's care and learning experiences
- enhance self-evaluation to include a reflection on planned and spontaneous activities to extend opportunities for children to make exceptional progress.

Setting details

Unique reference number	104889
Local authority	Luton
Inspection number	10071652
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 July 2015

Information about this early years setting

The childminder registered in 1998 and lives in Luton. She operates Monday to Friday from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector
Jo Rowley

Inspection activities

- The inspector considered the views of parents by viewing feedback questionnaires.
- The inspector and the childminder held a discussion to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector held discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living at 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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