

# Childminder report

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Inspection date: 12 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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's emotional well-being is well nurtured in the childminder's welcoming and child-friendly home, making them feel safe and secure. Photographs displayed at children's eye level remind them of past activities and foster their sense of belonging. Children's excitement is stirred up when they recognise themselves and their friends in the photographs. They talk to adults enthusiastically about the photographed activities they remember, saying 'sleeping bunnies!'

Children are supported to take risks when climbing outdoor steps and using apparatus to promote their physical development. They learn how to keep themselves safe during riskier activities by holding the childminder's hand or using handrails for support. Children use wipes and hand towels independently to clean their hands and faces after meals and messy activities. The childminder has high expectations for every child to grow increasingly confident and independent in preparation for school. Children are highly motivated to engage in activities that are focused on promoting their communication skills. They listen intently during a sound lotto game and try to distinguish between the different sounds they hear. Children concentrate for long periods of time during activities and tell the childminder when they want to do something else.

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

- Children relish in singing songs with the childminder that develop their counting and communication skills. They count back from five to one in eager anticipation for the childminder to lift them up high. This spurs children's motivation to sing the number song again. After counting down again, they exclaim, 'I went to the moon!'
- The childminder provides ample opportunities for children to share their ideas and experiences during their play. She plays doctor role play games where children take the lead and talk about medicine. Children look through the pages of a catalogue and talk to the childminder about their favourite toys and loved television characters. She sits on the floor with them and listens closely as they express their views to her.
- The childminder tracks and assess children's individual levels of development. However, some of the activities she provides do not challenge children's knowledge enough to help them progress to the next level. Additionally, when children spontaneously meet their individual targets, the childminder does not offer new ideas to extend their knowledge and understanding further.
- Children demonstrate kind and caring attitudes towards others. They thoughtfully ask the childminder if she is okay and cuddle up to her when she sits next to them. This goes to show how strong the bonds between children and the childminder are.

- The childminder develops close partnerships with parents as she heavily involves them in children's settling-in processes and continuous learning journeys. Parents' written feedback states that 'she has been a significant figure in our son's life'. This strongly suggests the huge positive impact parents feel the childminder has on their children's well-being.
- The childminder networks with other childminders and communicates with her local adviser to keep her professional knowledge up to date. However, she does not consistently evaluate her practice, to identify where her knowledge requires enhancing to improve her provision.
- The childminder is consistent in her approach to implementing effective health and hygiene practice. Children drink from their own water bottles, wash their hands regularly and use their own hand towels to prevent cross-infection.
- The childminder regularly takes children to toddler groups and gymnastics to promote physical activity and develop their confidence in social situations.
- The childminder is particularly creative in her approach to encourage children's early love of reading. Her home-made 'Stick Man' and outdoor display of 'Gruffalo' characters capture children's interest to talk about characters from well-known books. Children especially enjoy reading stories in close comfort with the childminder. She absorbs children's attention with an eye-catching puppet and encourages them to consider the characters' feelings, promoting children's emotional awareness. Children read books to themselves, mimicking words role modelled by the childminder, which increases their vocabulary.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows children's individual characters well enough to notice when certain behaviours may be a cause for concern. The childminder has a good comprehension of the signs and symptoms which indicate child abuse. She knows how to report safeguarding concerns and allegations made against adults who work with children. The childminder is robust in following her own safeguarding policy. She strictly implements her policy regarding the use of mobile phones and camera devices to protect children in her care.

## What does the setting need to do to improve?

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

- increase the impact of teaching on children's individual learning by providing more challenging activities and introducing additional ideas and concepts
- develop self-evaluation to focus on continually improving knowledge and professional development, to enhance teaching and accelerate children's development further.

## Setting details

<b>Unique reference number</b>	155814
<b>Local authority</b>	Luton
<b>Inspection number</b>	10072456
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	18 July 2016

## Information about this early years setting

The childminder registered in 2001 and lives in Luton. She operates from 8am to 5pm, Monday to Friday, during term time only.

## Information about this inspection

### Inspector

Jacqueline Reynolds

### Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the childminder. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held numerous discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living and working on the premises.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through written feedback provided.

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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