

Childminder report

Inspection date: 22 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel happy and secure in the care of the childminder and her assistant. They are continually busy and move around the house with purpose. Children push dolls in buggies from the playroom, up and down the hallway and then into the garden. Outside, children enjoy exploring water, they fill and empty containers and pretend to give a bath to the doll they are playing with. Children know that water comes from a tap and demonstrate this in different ways. For example, they hold a cup under the tap on the play kitchen and pretend to turn it on. Inside, children use water pens to draw with. When the pens stop working, children take them to the kitchen sink and point to the tap.

Children are learning how to develop healthy lifestyles. They spend time in the spacious garden, where they benefit from fresh air and exercise. The childminder is mindful of children's safety in the sun and makes sure that favourite activities are placed in the shade. The childminder provides healthy snacks and encourages children to have regular drinks of water. Young children are keen to do things for themselves. They are able to find their shoes, when asked to, and are learning how to use cutlery. Children engage well in independent play and learning and, overall, their behaviour is good.

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

- The childminder gets to know children well. She spends time with parents to find out what early experiences children have had and what they can already do when they start to attend the setting. This enables the childminder to quickly identify and plan for what children need to learn next.
- Children who speak English as an additional language are making good progress. The childminder models English well to them, such as clearly describing what they are doing. She helps children to use their home language, which the childminder also speaks. Children are learning what celebrations are important to their friends. For example, they have recently joined in with Eid celebrations and made cards for their families.
- The childminder takes children to different places in the community. During the COVID-19 (coronavirus) pandemic, she has only taken children to areas outdoors. The childminder explains how, after risk assessing, she felt this was the safest option for the children. They go for walks in the local community and visit parks for large physical play.
- Children are beginning to understand how to use technology. They pretend to turn on the play oven and show they understand that this makes heat by blowing. The childminder makes sure that children can use equipment safely. For example, they play music on a mobile phone, which does not contain a sim card and has safety locks preventing use of the internet service.

- Parents speak positively about the childminder and assistant. They state their children settle very quickly and are making good progress. Parents say the childminder regularly shares information with them, so they know how to support children's learning at home.
- The childminder and her assistant reflect on their practice and look for ways to improve. They undertake training to help them keep their knowledge and skills up to date. The childminder ensures her assistant has a good understanding of the curriculum. His knowledge is good and he understands how to support children to learn and develop.
- Children are learning how to develop healthy lifestyles and good hygiene routines. They instinctively go to wash their hands after nappy changes and playing outside. However, there are occasions when the childminder does not direct her requests to children clearly enough for them to understand and so they do not always respond.
- Overall, the childminder teaches children well and is very aware of their interests and development needs. However, at times, she is over enthusiastic in her interactions with them. For example, the childminder does not consistently give young children time to explore and learn for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how to recognise any signs that indicate children may be at risk of harm or extremist behaviour. The childminder understands her responsibility to maintain records and to report any concerns she may have about children's welfare. She has a clear safeguarding policy in place. The childminder holds detailed information of the relevant agencies in her local area. She shares this with parents to help them to know how she safeguards their children.

What does the setting need to do to improve?

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

- enhance ways to further help children's understanding of routines and expectations
- provide more time and space for young children to independently learn and explore.

Setting details

Unique reference number	EY556514
Local authority	Luton
Inspection number	10175020
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 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Luton, Bedfordshire. She offers her childminding service from 8am to 6pm each weekday, all year round, with the exception of family and bank holidays. The childminder works with an assistant on a part time basis. She supports children who speak English as an additional language.

Information about this inspection

Inspector
Jill Hardaker

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the childminder.
- The inspector and the childminder walked through the areas of the childminder's home that she uses with children and discussed how she operates her setting.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to the suitability of assistants and household members, safeguarding and complaints.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector took into account the written views of parents and discussed the reflections of practice with the childminder and her assistant.

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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