

# Childminder report

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Inspection date: 10 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Children happily arrive at the childminder's home and demonstrate that they feel safe. They select the toys and activities they would like to play with. For example, children have access to story books, puzzles, craft materials and resources that support their imaginary play. Children learn to persevere as they build constructions using rods and connectors. The childminder praises the children for their achievements, which promotes their self-esteem. Children develop their hand-to-eye coordination skills as they learn to carefully fill containers with water and soap. They then pour the water over the dolls to wash their hair.

Children use their developing language skills to talk about what they are doing, and enjoy being physically active in the childminder's garden. They jump into the ball pit, learn to throw and catch a ball, and enjoy chasing bubbles. Children are encouraged to develop their mathematical skills. They confidently count and also demonstrate their ability to count in Spanish. Children learn to differentiate between heavy and light objects. They develop their small muscle strength as they mould and manipulate dough, and describe the texture of the dough as 'sticky'.

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

- Since the last inspection, the childminder has ensured that checks have been completed on all adults living on the premises. She also demonstrates her understanding of the importance of completing the required progress check for children aged between two to three years.
- The childminder provides a welcoming environment and joins in the children's play. She knows the children well and plans activities based on their interests. The childminder makes observations of the children to monitor progress and to build on what they already know and can do. However, sometimes, the childminder does not make effective use of spontaneous opportunities to extend and challenge children's learning as they play.
- The childminder completes mandatory training that supports her ability to keep children safe. However, she has not fully considered more focused training opportunities to further enhance the implementation of the curriculum and the quality of learning experiences provided for the children.
- The childminder maintains a safe, secure and clean environment for the children. She has adapted routines to help keep children safe as a result of the COVID-19 (coronavirus) pandemic. Children know that they need to sanitise their hands on arrival and at regular times during their day. This helps to minimise the risk of cross infection and supports good hygiene practice.
- The childminder promotes children's school readiness. She supports children to develop their independence skills, such as learning how to dress themselves and wash their hands after using the toilet. The childminder also supports the

children to listen and use their developing language skills to recall past events and to express how they are feeling.

- The childminder supports children to respect one another, to share the resources and to manage their feelings if they become frustrated and upset. She acts as a positive role model and remains calm and consistent in her approach.
- The childminder supports children to learn about the diversity and the traditions of others. Children taste Chinese food in celebration of the Chinese New Year. They decorate Easter bonnets and make Halloween decorations. Before the COVID-19 (coronavirus) pandemic, the childminder discussed how she regularly attended groups at a local children's centre and visited places of interest around the local community.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of how to keep children safe. She understands the signs and symptoms of abuse and neglect, and the importance of taking prompt action to help protect children from harm. The childminder has developed a good range of policies and procedures to support the effective management of her provision. She supports the children to stay safe on outings. For example, children are taught how to cross the road safely and the importance of not talking to strangers.

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

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

- make more effective use of spontaneous opportunities to extend and challenge children's learning
- source a broader range of training opportunities to further enhance the implementation of the curriculum, and the quality of learning experiences provided.

## Setting details

<b>Unique reference number</b>	137721
<b>Local authority</b>	Luton
<b>Inspection number</b>	10144698
<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>	3 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	14 January 2020

## Information about this early years setting

The childminder registered in 1998 and lives in Luton. She operates all year round from 8am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Ann Austen

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector and the childminder held a discussion to understand how the early years provision and curriculum is organised.
- The inspector observed the childminder's interactions with the children during indoor and outdoor activities, and assessed the impact this has on the children's progress and achievements.
- The inspector held discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation and evidence of the suitability of all persons living at the premises.
- The inspector considered the views of parents during discussions with them.

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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