

Childminder report

Inspection date: 20 May 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

The childminder provides a stimulating, loving and warm environment for the children. She has strong relationships with the children and knows them well. Children are confident around the childminder, knowing she is close by. Children are happy to talk to visitors, demonstrating how secure they are in the home. The childminder provides children with a lot of praise. This helps to boost their well-being and self-esteem.

The childminder arranges her home effectively. Resources are easily accessible to children. This encourages children to make choices about their play and learning. The childminder's knowledge of the children is strong. She uses their interests to make suggestions when children are unsure of which resources to choose.

Children are independent throughout the day. The childminder encourages children and empowers them to create things for themselves. For example, when setting out the train track, she encourages children to work out how to ensure that the track connects the whole way round. The children enjoy trying different ways to get it to work, building on their confidence to persist at an activity. The childminder sensitively provides guidance, which children readily accept. This helps to demonstrate the secure attachments they have with the childminder.

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

- Children learn about healthy lifestyles. They have access to physical play each day. Children wash their hands regularly and understand the routine for doing this before food. They have regular access to water throughout the day and are reminded to stay hydrated. Children enjoy helping to cut the healthy fruit at snack time. The childminder encourages them to remember how to move the knife to cut.
- Children develop their language skills well. They regularly share books and talk about the different things they can see. The childminder helps children to extend their speech. She repeats words back to them in the correct form. This sensitively allows children to gain confidence in the words they are familiar with. The childminder recognises the impact that the COVID-19 pandemic has had on children's language development. She is quick to recognise when children may need additional support with this.
- Overall, the childminder plans activities well to meet children's interests and the next steps in their learning. She supports children to count as they move the trains around the track. At other times, children fill and empty containers with water in the garden area. This begins to develop their mathematical skills. However, the childminder does not extend this, for example, by introducing other mathematical concepts such as capacity, length and shape, to support

children's development even further.

- The childminder offers children many experiences outside the home. Children have opportunities to go on buses and trains as they explore the local area. They visit different parks, where they are encouraged to take risks and try new pieces of equipment. The childminder recognises that the COVID-19 pandemic has had a negative impact on the number of places they can visit. She finds alternative ways to support children's social development, such as meeting others in parks.
- Effective partnerships with other settings help to ensure children make good progress across both settings. Sharing of development information and daily conversations provide good communication to support children. The childminder works with settings to support children's transitions and provide a link between the setting and parents. Parents praise the way that information is shared.
- The childminder has good relationships with parents. She spends time getting to know children and their families before they start. This information supports her knowledge of children's starting points. The childminder uses this to develop the next steps in children's learning. Her effective communication with parents ensures they work together to support children's learning and development, such as potty training.
- The childminder demonstrates a genuine enjoyment in her work and in being with children. She seeks the views of children and families to inform changes to her setting. However, she does not always specifically focus training opportunities to develop her knowledge even further and provide children with wider experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms of abuse. She understands her responsibility to report concerns and knows the process for doing this. The childminder completes regular training to keep her knowledge up to date. She has a good understanding of the wider issues in society, such as the 'Prevent' duty. She is aware of the process if there is an allegation made against anyone in her household and ensures their ongoing suitability.

What does the setting need to do to improve?

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

- build on the teaching for mathematics further to help extend children's knowledge of shape, space and measure
- enhance the use of ongoing training opportunities to raise the quality of education to a higher level.

Setting details

Unique reference number	105197
Local authority	Luton
Inspection number	10231680
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	3 to 10
Total number of places	6
Number of children on roll	2
Date of previous inspection	5 September 2016

Information about this early years setting

The childminder registered in 1989 and lives in Luton. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk of all the areas of the setting and discussed the childminder's curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- A joint observation of an activity was completed by the inspector and the childminder.
- Reviews from parents were collected by the inspector and their views taken into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.

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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