

Childminder report

Inspection date:

2 August 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children have secure relationships with the childminder and enjoy the time they spend with her. They are confident and enjoy exploring the resources. However, inconsistencies in the childminder's teaching skills mean that she does not consistently build on what children can do and they do not make as much progress as possible. The childminder shows children she genuinely cares about them. Children follow her example and are kind and caring. For example, older children initiate games, such as 'peekaboo', that they know the younger children will enjoy.

The childminder is sensitive to the possible effects of the COVID-19 lockdowns and notes that some children have not had opportunities to interact. She offers extra support in this and adjusts the daily routine so that children feel secure and comfortable. For example, outings have been adjusted so that children are not overwhelmed by crowded spaces. Children gain a practical understanding of how to keep themselves safe. For instance, they are aware of others using the swings and understand about keeping a safe distance. Children enjoy a variety of opportunities that support them in developing their physical skills. For example, they learn to balance on swings and use ride-on toys. They develop their smaller hand muscles as they squeeze coloured dough.

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

- The childminder understands what children need to learn next. However, the inconsistencies in teaching and in the support she offers mean that children do not always become engaged in activities. For example, children's play with coloured dough is limited by the resources the childminder takes out of the bag and hands to them. She does not fully engage children in some activities and the implementation of her curriculum is not focused enough to build on what children already know and support them to make the best possible progress. For example, when listening to a story, children become distracted as there is little to hold their interest and younger children sometimes do not understand the meaning of the words and storyline.
- When the childminder's teaching is of better quality, children learn as they play. For example, older children enjoy listening to the sounds made by a large keyboard mat laid out in the garden. They discuss how this is powered by batteries and differentiate between the piano and guitar sounds.
- Snack and mealtimes are generally sociable occasions and children chatter as they eat. For example, they talk about which foods are good for their teeth and which ones help them to grow strong and healthy. The childminder knows children well and engages them in discussions about topics she knows they enjoy, such as recent birthday parties. Opportunities such as these help children to develop their communication and social skills.

- Children enjoy outings that offer some additional learning opportunities. For example, they learn about nature and how food is grown when they go fruit picking. They recall these trips, talking excitedly about picking strawberries and raspberries and bringing some home for their parents.
- Parents speak positively of the childminder. They feel that she communicates well with them so that they understand what their children have been learning and can continue this. Parents feel that the childminder is professional and provides a 'loving and caring environment'. Additionally, the childminder has appropriate procedures in place to support her in working in partnership with other childcarers and professionals.
- Children are learning to manage their behaviour. They help to organise fair turn taking and are starting to understand their emotions and how their behaviour affects others.
- Children enjoy their interactions with the childminder. However, she does not make the best use of opportunities that support children in working things out for themselves and developing their critical thinking skills.
- The childminder completes some training and has used this, for example, to develop her knowledge of safeguarding and improve some aspects of her practice since the last inspection. However, she does not always focus training and development opportunities to support her in raising the quality of her teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to develop and refresh her knowledge of safeguarding. She makes sure she is aware of local procedures and knows how to identify and report any concerns about children's welfare. Additionally, she understands the procedure to follow should any concerns be raised about her practice. The childminder has an appropriate understanding of other safeguarding issues, such as the risks associated with involvement in extreme views or practices. She is aware of the potential dangers associated with use of the internet and takes effective action to protect children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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provide all children with consistently high-quality interactions and play opportunities that help them build on their knowledge and skills and move forward in their development.	05/09/2022
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To further improve the quality of the early years provision, the provider should:

- offer children further opportunities that support them in thinking things through and finding their own solutions to the problems that arise during play
- enhance the use of professional development to focus more precisely on building knowledge and understanding, in order to continuously raise the quality of teaching.

Setting details

Unique reference number	EY492677
Local authority	Luton
Inspection number	10246259
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	20 January 2022

Information about this early years setting

The childminder registered in 2015 and lives in Luton. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including safeguarding procedures and the suitability of household members.
- The inspector talked with children at appropriate times throughout the inspection and considered their views. She also reviewed written feedback from parents.

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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