

# Childminder report

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Inspection date: 4 January 2023

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

### The provision is good

Children arrive at the setting eager and ready to engage in activities. They are confident and comfortable with the childminder and his co-childminder. They are happy to go to either adult for comfort when needed. The childminder is very calm in his approach with the children, talking to them in a quiet and friendly tone and supporting their emotional well-being. Children are kind to each other, and older children enjoy helping their younger friends. For example, older children find their friends' slippers, taking them over to their friends to help put them back on. This supports children to learn from each other.

The childminder supports children's language development well. He talks to children at their level, gaining their attention before giving them instructions. This ensures that children understand what has been asked of them. Visual props and sign language at song time help to involve children who are in their early stages of language development.

Visits to the local soft-play centre encourage children to develop their physical skills. Children learn to climb and balance on a range of surfaces, gaining confidence with the soft floor landing. Children take risks, knowing the childminder is close by to offer support.

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

- The childminder knows the children in the setting well. He completes regular assessments of children's development, sharing these with parents and professionals. Meetings with his co-childminder allow planning to incorporate all children's interests and next steps in learning. However, activities do not always engage all children and the childminder does not consistently differentiate activities to meet younger children's learning needs. Therefore, younger children sometimes leave activities and become disengaged.
- The childminder has completed forest school training, which allows him to use children's interest in being outside to support their learning. During regular trips to the local forest, children enjoy a range of activities including 'bug hunting' and creating marks in the environment. Children enjoy exploring the changes in the seasons, talking about what they can see on the ground and how the trees look. This helps children develop an understanding of the world around them.
- The childminder encourages children's independence from a young age. Younger babies find their own shoes and take them to the childminder for him to help to put them on. At lunchtime, children take the bowls to the childminder for him to serve dinner. The childminder works with the local schools to ensure that children moving on to school have the necessary skills for the next steps in their learning. Working with teachers, the childminder encourages older children to

develop their self-help skills such as doing up their own zips, dressing themselves and going to the toilet independently.

- Children have access to a range of resources. They can self-select and complete planned activities. The childminder asks children if they would like to go out into the garden, ensuring that the space is set up ready for children to access. However, when spending a day at home, the childminder does not have a clear routine in place for children to follow. Therefore, there are times during the day when children sit waiting for the next routine or activity. They quickly become disengaged and distracted, unaware of what is expected of them.
- Parents comment on the home-from-home feel of the setting. They praise the childminder on how children quickly become part of the 'family'. Parents receive regular updates on their children's development and are pleased with the progress they make. Parents continue to use the childminder for wraparound care once their children move on to school. This demonstrates how happy they are with the care and education their children receive.
- The childminder understands the importance of reflecting on activities and the environment. He completes training and embeds learning into practice. The childminder has a clear love for his job, talking passionately about his work with the children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of safeguarding children. He is aware of the different types of abuse and knows where to report any concerns he may have. The childminder ensures that his training is always up to date. The childminder understands the importance of reporting any allegations against other adults in his household and the impact this may have on his ability to work with children. The childminder talks regularly with his co-childminder and her assistant to ensure that information is shared and any concerns are monitored effectively.

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

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

- develop further ways of adapting activities to meet the learning needs and interests of younger children
- strengthen current routines to reduce the time children are left waiting for the next activity or routine.

## Setting details

<b>Unique reference number</b>	EY241653
<b>Local authority</b>	Luton
<b>Inspection number</b>	10263724
<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>	0 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	42
<b>Date of previous inspection</b>	10 May 2017

## Information about this early years setting

The childminder registered in 2003 and lives in Luton. He operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works alongside his wife who is also a registered childminder. He holds a recognised childcare qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lisa Smith

## Inspection activities

- This was the first routine inspection the childminder 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 her evaluation of the provider.
- The childminder showed the inspector the premises and discussed how he ensures that it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises the early years provision including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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