

Childminder report

Inspection date: 4 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy coming to the childminder's home. They show how safe and secure they feel as they welcome visitors and show them the toys they play with. Children are busy and happy through the day, accessing a range of activities both inside and out. They enjoy playing with their friends. At the playhouse in the garden, children seek each other out to play, regardless of age and they enjoy talking. Children are kind to each other. When disputes arise, the childminder is quick to offer distraction. She talks to children about what is happening, ensuring they are aware of her expectations. This allows children to follow the rules and values of the childminder's setting with ease.

Children develop close, nurturing relationships with the childminder, her co-childminder and assistant. New children benefit from close contact. They sit on the childminder's knee to explore resources, enjoying the comfort of having her close by. This supports children's emotional well-being. The childminder knows children well and uses their interests to create activities. Older children concentrate on activities for long periods of time. For example, in the garden, children explore play dough, spaghetti and cereal. They create animals and thread cereal onto spaghetti. Children use trial and error methods to problem-solve.

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

- The childminder works with parents to gain insight into children's starting points in their learning. Regular assessments and discussions with her co-childminder help her to incorporate children's interests into planning. All children make good progress in their learning. Planned activities are regularly completed, however, they do not always engage all children. The childminder does not consistently adapt activities to encourage younger children to participate, and they become quickly disengaged. This means that younger children do not always have the same opportunities as older children.
- Communication with local schools is good. Daily conversations to share information take place between the childminder and teachers. This supports children's learning and emotional development. The childminder works alongside schools and parents to support children with special educational needs and/or disabilities. She provides information for educational plans and strategies. This creates a consistent approach to supporting children.
- Children learn about different cultures and religions through first-hand experiences. The childminder celebrates a range of festivals through activities. Children use information books and look at pictures to extend their knowledge. Trips to local churches, mosques and temples allow children to explore and learn through what they see. Children have opportunities to ask questions, and this encourages them to become inquisitive learners.

- Children visit a range of places in the local area, which supports them to learn about the world around them. Visits to the zoo offer children the chance to learn about different animals and the noises they make. Children relive these experiences at song time, singing about the different animals they have seen.
- Children have a real sense of belonging to the setting, with photos and artwork displayed for them to see. This helps to develop their self-esteem. Children are independent. They pour their own drinks and serve lunch to each other. Children move between activities with ease. However, routines are not always seamless, as children are sometimes left waiting. For example, children sit at the table at lunchtime for a long period of time before their lunch is ready. This leads to them becoming distracted and disengaged.
- Parent partnerships are strong. Parents appreciate the communication they receive from the childminder. Parents comment on the 'family feel' within the setting and love that it is a home from home for children. Parents are aware of their children's progress and have regular access to their children's learning journals.
- The childminder completes regular training and she attends childminder network meetings. She discusses relevant information with her co-childminder and assistant, creating ways for them to implement new ideas. For example, during recent communication and language training the childminder developed her knowledge of sign language. She uses this alongside spoken words to support children's language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides all children with a safe environment where they can play and learn. The childminder's knowledge of safeguarding is good, as she completes regular training. The childminder has good knowledge of the possible signs that could indicate a child may be at risk of harm. She is very aware of the recording and reporting processes required, should she have a concern about a child. She knows the relevant professionals to contact if necessary. The childminder understands the impact of wider issues on children, including the 'Prevent' duty guidance and county lines.

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.

Setting details

Unique reference number	105151
Local authority	Luton
Inspection number	10263712
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	0 to 11
Total number of places	12
Number of children on roll	42
Date of previous inspection	10 May 2017

Information about this early years setting

The childminder registered in 1997 and lives in Luton. She works with her husband, who is also a registered childminder and an assistant. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a recognised childcare qualification at level 3. She 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 setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for their 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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