

Childminder report

Inspection date: 24 January 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and settled in this supportive and nurturing environment. They have very strong bonds with their childminder and her assistant. The childminder knows each child, their individual needs and interests exceptionally well. She provides individualised care and learning that considers every child's age and stage of development. As a result, children make rapid progress with their learning.

Children's emotional awareness and behaviour are exceptional. They are kind to one another and the adults caring for them. They help each other and encourage each other to do well. Older children choose to sit next to the youngest children to look after them, and they put their arms around each other and smile at one another during story times. Children are included in each other's 'wow' moments during the day and show a lovely eagerness to share in this positivity together. This helps to build bonds and an awareness of each other's feelings. The childminder and her assistant ensure that children's self-esteem and pride are always nurtured and respected.

The learning environment is set up to allow children the freedom to pick and lead their own play. Mark-making materials are freely accessible for children, as are books and role-play toys. Some activities are planned by the adults around what they know the children will enjoy and will learn the most from. Other moments are for exploration and using their own imagination. Younger children are working towards their mobility and independence. They are beginning to crawl to interesting toys and activities and feed themselves during mealtimes. Other children are focusing on their developing vocabularies and number sequencing. They play fun and inviting number games and sing and listen to their favourite songs and stories.

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

- Children develop excellent communication and problem-solving skills. They are encouraged to think about the weather outside and what effect the cold may have on their bodies before they go out to play. Together, they identify and name the different types of winter clothing that they would wear to keep warm. The children find these items to put on before trying to 'rescue' toy animals from the frozen water outside. They talk about the different types of animals that they can see and why they need rescuing. They figure out how they want to rescue them and then select the most useful tools. Learning is further extended by discussing what equipment they need to keep their hands and eyes safe as they chip away at the ice.
- The childminder understands the importance of literacy and language

development. Children learn that writing has meaning as they find their own name cards at mealtimes. They identify emotion pictures and the corresponding words to describe them, such as 'sad' or 'happy'. Children are beginning to understand that we communicate in different ways. For example, they successfully learn sign language and how to sign the word 'thank you' to others during songs. Children are familiar with stories and join in with the parts that they already know. They copy actions from the story and finish off the sentences when the adults leave gaps for them to complete. The childminder and her assistant read with lots of expression, which fully engages the children.

- The childminder supports children well with their mathematical skills and language. Children have numerous opportunities to practise their understanding of numbers. For example, older children count the dots on padlocks or read the numbers. They find the key that matches, fits and releases the lock. Younger children count out the number of cars they have collected and talk to an adult about whether they have more or less than them.
- The childminder helps children to learn about leading a healthy lifestyle. For instance, they learn about and eat healthy foods. They discuss oral hygiene and practise brushing their teeth. Children play outside daily and discuss the effects that the cold weather has on their bodies. This enables children to develop a good understanding of how to take care of their bodies and helps to broaden their range of experiences.
- Children are extremely independent and clearly understand the routines of the setting. They are confident in putting on and taking off their own outdoor clothing, and they change their footwear from slippers to outdoor shoes independently. Children wash and dry their own hands and attend to their own toileting needs. They tidy away their toys and sit at the table ready to eat at mealtimes. As a result, children are learning the importance of good hygiene and self-care skills.
- Parents are delighted with the care and learning opportunities that their children receive. They all speak highly of the childminder's brilliant communication and supportive nature. They feel their children have flourished and make reference to the increase in their confidence and independence in particular. They are clear on their children's next steps and take great delight in hearing about their children's activities and 'wow' moments.
- The childminder and her assistant complete training to ensure their knowledge and understanding is up to date, including higher-level professional qualifications. They are able to identify new training ideas and regularly evaluate their setting together to improve the resources and opportunities on offer for the children. The childminder holds daily meetings with her assistant to allow for planning and reflection on their practice and the care they provide.

Safeguarding

The arrangements for safeguarding are effective.

Children's ongoing safety and well-being are central to the care the childminder provides. She is trained to a high level in safeguarding children and displays great

knowledge of how to protect and keep them safe from harm. She is aware of the possible signs that may indicate that children are being abused and the procedures to follow to protect them in an appropriate and timely manner. The childminder can identify children who may need early help and is aware of wider safeguarding issues, such as radicalisation and county lines. The childminder and her assistant are clear about complaint and allegation procedures, and they ensure that children are supervised well in all areas of the premises.

Setting details

Unique reference number	EY441754
Local authority	Luton
Inspection number	10264596
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	1 to 4
Total number of places	18
Number of children on roll	10
Date of previous inspection	20 June 2017

Information about this early years setting

The childminder registered in 2012. She lives in Luton and works with two assistants. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Aimee Dillard

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 childminder and has taken that into account in their evaluation of the provider.
- The childminder had a learning discussion with the inspector. This enabled the childminder to discuss how her curriculum and setting are organised for children's learning.
- The inspector took account of the views of parents from written feedback.
- The inspector observed children at play and assessed the impact of the curriculum on their learning.
- The childminder and the inspector carried out a joint observation.
- The inspector interacted with the children at appropriate times during the inspection and observed their interactions with the childminder and her assistant.
- The inspector viewed the areas on the premises that are used for childminding.

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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