

Childminder report

Inspection date: 17 April 2023

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

Children are welcomed into the setting by the friendly childminder. They separate from their parents and carers with ease and happily say goodbye. Children actively engage with the childminder as they receive her attention. They delight as she joins in with singing time and they all get to choose their favourite song to sing.

The childminder creates her environment based on children's interests. She brings in activities from the garden that the children have enjoyed, adding other resources to further their learning. For example, the childminder provides the children with a drainpipe ramp, balls and toy cars. The children take turns seeing how many cars they can get down the ramp and if all the cars will work. Younger children watch the older ones before repeating the activity with balls. The childminder talks to the children about the speed their items are travelling down the ramp.

All children are confident in the home environment. They enjoy creating fantastic relationships with other children. Older children enjoy supporting the younger ones. They model how to put on their coats and encourage the younger children to have a try. The older children relish in this responsibility and are delighted to show the childminder what they have done.

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

- All children make good progress in their communication and language development. The childminder narrates play for younger children. They talk about the colours they can see when they watch rice fall onto the pans. Older children are encouraged to develop their listening skills. They listen to instructions given by the childminder and then independently carry out tasks. Parents comment on the rapid progress their children make with their language development.
- The childminder has clear expectations for children's behaviour. She is a good role model who encourages children to use good manners and share their toys together. As a result, children's behaviour is exemplary. When out in the local community, children learn about road safety. The childminder uses a system of traffic light colours to help children have a good understanding of when to stop and wait for her to ensure that they are safe.
- The childminder gathers clear information about children's starting points from parents, including the skills and knowledge children already have before they start with her. She uses this and children's interests to create activities that attract children's attention. However, children do not always know and understand the expectations from the childminder during activities. Therefore, at times, they do not always spend sustained periods engaged in activities.
- Children learn about the world around them through trips out in the local

community. Children explore different types of vehicles by taking a trip to the local airport to see the different types of aeroplanes. Other experiences, including taking trips on the bus, give children opportunities to experience things they may not otherwise.

- The childminder supports children's social development when attending a local stay-and-play session alongside other childminders. The children play with new children and begin to develop friendships. Following the COVID-19 pandemic, the childminder understands the importance of providing children with these opportunities. The childminder talks with key persons, where children attend more than one setting. However, communication is not always effective. The childminder does not always share information about children's development to support continuity in their learning.
- Parents are highly complementary of the childminder, with some travelling a great distance for their children to attend. Parents comment on how happy their children are in the setting and how much they enjoy attending. Parents are happy with the daily communication they receive about their child's day.
- The childminder completes regular training to ensure that her knowledge remains current. Local network meetings give the childminder an opportunity to share practice with others and seek advice as required. This supports the childminder to improve her setting. The childminder is passionate about her work, which is evident in the relationships she has with the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly completes training to keep her safeguarding knowledge up to date. Through completing this training, the childminder is aware of the local issues in the area, such as county lines. She is confident to talk about her safeguarding policy and the process should she have a concern about a child in her setting. The childminder understands the importance of ensuring that those in her home are suitable and is confident to report any concerns she may have. The childminder uses continuous risk assessments to ensure that her home is safe for children.

What does the setting need to do to improve?

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

- share information about children's development with other providers, when care of a child is shared, to support continuity in their learning
- use effective ways to promote children's sustained interest in all activities.

Setting details

Unique reference number	104940
Local authority	Luton
Inspection number	10279864
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	6
Number of children on roll	5
Date of previous inspection	8 September 2017

Information about this early years setting

The childminder registered in 1995 and lives in Luton. She operates all year round, from 8am to 5pm, 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 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 provision.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector and childminder talked about the education provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector, both verbally and in writing.
- 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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