

Childminder report

Inspection date: 7 June 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 happy and settled in the homely environment created by the childminder. They develop secure attachments with the childminder through her effective settling-in procedures. When visitors arrive, children seek comfort with the childminder, slowly gaining confidence to interact with the visitor, knowing the childminder is close by. Children actively seek physical comfort from the childminder. This demonstrates the close bond they have with her.

Children remain engaged in activities for long periods of time. At the table, children explore a wide range of pencils. As they make marks, the childminder talks to the children about the colours they are using. When children finish, they proudly show the childminder what they have created. She offers praise and puts the pictures in their bags ready to take home. This helps to build children's self-esteem.

From a young age, children enjoy spending time together. They actively seek each other out to join them in their play. Children are kind to each other, offering physical comfort if one of them becomes upset. This helps to support their emotional development. Children enjoy running around together at the park. They take turns to climb up the big steps and go down the slide, laughing and smiling each time they go round.

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

- Children enjoy spending time in this language-rich environment. The childminder holds conversations with the children throughout the day. She talks about what the children are doing and what they are going to do next. The childminder encourages children to repeat words back, aiding their language development. She introduces words, such as 'fowl', when looking through books about animals. This expands the vocabulary of early talkers.
- The childminder encourages children to develop their independence from a young age. When going out for walk the children run to get their coats on. Children proudly show the childminder when they put on their coats, with her support when needed. At mealtimes, children feed themselves using cutlery. However, there are times when the childminder does not allow children to manage their personal hygiene, such as blowing their own noses.
- Children attend groups at the local school with the childminder. Singing and 'stay and play' sessions allow children to develop their social skills further as they interact with other children and adults. This also helps to develop their confidence in different settings.
- The childminder works closely with the local nursery and school. During lockdown, the childminder shared information with the nursery for children who remained in her care. This ensured that when they returned the nursery, staff

were up to date with children's progress. The nursery and childminder share information on children's interests and topics they are working on. This allows the childminder to continue and extend their learning at her home.

- Children learn about the world around them as they explore the local community. They regularly visit the local park and lake area. Children search for different animals they may see and explore the woodland area. At the childminder's setting, children plant and harvest a variety of fruit and vegetables. They have first-hand experiences as they learn about growing food.
- The childminder works closely with parents and carers from the moment the children begin at the setting. During the settling-in period, the childminder gathers information about children, including information about their learning and development. Throughout the year, the childminder continues to share this information with parents. The childminder talks to parents about her services. However, she does not always gather feedback from parents that allows her to reflect and make changes to her setting.
- The childminder understands the importance of ensuring that her knowledge is current and up to date. She completes regular training. The childminder attends local network meetings to share information and ideas with other childminders. She is passionate about the service she provides. This is demonstrated in the way she talks about the children in her care and the experiences she can offer them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge of safeguarding and the issues within the local area. She works closely with the local authority to gather information and highlight any issues she may need to be aware of. The childminder is confident to report any concerns she may have about the children, making records so she can effectively monitor them. The childminder talks to older children about issues, such as bullying and online safety, helping to build on their knowledge and give them the tools they need to make safe choices. The childminder regularly attends training, and she ensures the ongoing suitability of everyone in her household.

What does the setting need to do to improve?

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

- encourage and promote personal hygiene practices with children to help them develop the skills to manage this independently
- seek feedback from parents to enhance evaluation and help make improvements to practice.

Setting details

Unique reference number	105163
Local authority	Luton
Inspection number	10288867
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 November 2017

Information about this early years setting

The childminder registered in 1998 and lives in Luton. She operates all year round from 8am to 5.30pm, 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 has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with her and has taken that into account in their evaluation of the provision.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector and childminder talked about the education provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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