

# Childminder report

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Inspection date: 17 July 2025

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

### **The provision is good**

Children are happy leading their own play in the garden. Older children confidently use play tools to 'fix' the toy car outside. They work collaboratively and share the resources. They giggle with delight as they play.

Children wait patiently to choose songs during group singing time, and this helps to develop their understanding of turn-taking. They demonstrate good manners and use these readily in their interactions with their friends. For instance, younger children ask older children politely to help them to open things for them when they struggle. The childminder helps children to assess risks for themselves. For example, children check for traffic when walking back from school and tell the childminder if they think it is safe to cross.

Children foster a love of stories through the childminder's engaging reading style. Children readily choose their favourite books from the wide range on offer and cuddle up with the childminder for a story. Younger children begin to speak about what they can see in the pictures, while older children start to predict what they think may happen next. This helps children to develop their comprehension skills and communicate their understanding of the stories they listen to from a young age.

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

- The childminder knows the children in her care well. She adapts her interactions to meet each child's needs and carefully considers children's individual stages of development. Children's choices are valued and respected by the childminder and those who work with her. For instance, children choose how they would like to complete the activities that the childminder plans for them.
- Children benefit from a wide range of outings. The childminder carefully considers the different skills and areas of knowledge that she wants children to acquire when choosing where to take them. For instance, children develop strong physical skills through regular outings to soft play and gymnastics sessions. However, the childminder has not given as much consideration to the planning and arrangement of her home learning environment. It is not as carefully organised and does not fully support children's learning and development to build on their knowledge and skills further.
- Tracking and monitoring of children's progress is strong. The childminder and those who she works with reflect collaboratively on the systems in place. They adapt and enhance these systems to ensure that they can accurately identify any gaps in children's learning and address these swiftly.
- The childminder places a strong focus on professional development. She completes a range of training and professional development and actively seeks

to engage with other professionals. She identifies specific areas of her practice to develop her knowledge in, and this has a positive impact on the children in her care.

- The childminder supports children to revisit their past experiences and recap their prior learning. Children enjoy turning the pages in the books that the childminder creates for them. They sit and talk to the childminder as they recall the previous activities they have completed. Meaningful discussions with children take place to support their language development as they explore the photographs together. Parents also look forward to seeing the books and finding out about what their children do at the childminder's home.
- Children are well prepared for the next stage of their education. The childminder uses her strong knowledge of the children to identify areas where they need further support. She works closely with parents to discuss any emerging concerns and provides them with help and guidance where required. The childminder understands what skills children need to acquire before they start school. She plans these opportunities carefully and provides children with individual support and attention. This helps them to gain core skills, such as sitting and concentrating and communicating effectively with others. As a result, children move on to school with confidence and are enthusiastic to learn.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- plan and arrange the learning environment to provide consistently rich opportunities for children to strengthen their knowledge, understanding and skills.

## Setting details

<b>Unique reference number</b>	105151
<b>Local authority</b>	Luton
<b>Inspection number</b>	10403291
<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>	1 to 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	30
<b>Date of previous inspection</b>	4 January 2023

## 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 all eligible children.

## Information about this inspection

### Inspector

Jenny Hardy

### Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage 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 childminder provided the inspector with a sample of key documentation on request.
- Views from parents and children were gathered and considered by the inspector.

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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