

Childminder report

Inspection date: 3 August 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and keen to arrive. They are welcomed with cuddles and a nurturing approach that supports them to thrive and form secure attachments with the childminder. The childminder and his co-childminder give consistent messages about the high expectations they have for children's behaviour. For example, children know they need to tidy away activities before they can move on to the next one. They behave well at the childminder's home and show respect for the childminder and their peers.

The childminder offers a wide variety of experiences that support children's imagination and creativity. Children engage for extended periods at the craft activities and enjoy making conversations with their friends and the childminder. The childminder models active listening skills and responds to children's conversations. This supports children to build on sentence structure, and younger children begin to use three or more words in a sentence.

The childminder plans activities that follow the children's interests. This demonstrates that he values their opinion. For example, children have planted a herb garden, which they enjoy exploring. They use their senses to smell, feel and taste the different herbs. Children learn about the world around them and the local community. They enjoy visiting the allotment where they plant, sow and care for vegetables and plants. They check how well the vegetables have grown and are excited when it is time to harvest them. Children are delighted to take home the vegetables to share with their family.

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

- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. Children are confident to express their wants and needs, which the childminder responds to promptly.
- Partnerships with parents are strong. The childminder builds positive relationships with parents and shares daily feedback about what the children have been learning at the setting. He shares with parents the progress children are making and how parents can support this at home.
- The childminder provides a broad curriculum, and children can access a wide range of resources. He regularly observes children, which informs his planning for the children's interests. However, at times, the intent for an activity can be so broad that it becomes unclear what the childminder wants the children to learn. For example, during a pizza art activity, the childminder tried to focus on too many learning aims, which could not all be achieved, rather than more precise goals.
- The childminder teaches children the importance of healthy lifestyles. For

example, young children learn about good hygiene routines, such as washing their hands before eating and after using the bathroom. Children play outside, where they can run around in the fresh air and improve their physical health.

- Children build their independence skills and learn to manage their own emotions. The childminder and his co-childminder encourage children to share how they are feeling and offer solutions to help them make good choices. Children are well prepared and supported in readiness for the transition on to school. The childminder meets with teachers to introduce the children and to share information about the children and their progress.
- The childminder plans activities outside the home, to give children new social experiences. For instance, children go on trips and visits to local parks, playgrounds and allotments. This provides opportunities for them to explore and learn about the environment and community they live in.
- The childminder provides a variety of experiences that support children's individual interests and abilities, which motivates them to learn. He promotes diversity and inclusion with the children. For instance, they use a 'theme tree' throughout the year, where they create art and activities that reflect the cultures and celebrations of the children in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. He knows the procedures to follow should he have any concerns about children. The childminder knows how to make referrals and is vigilant of the signs that may indicate a child is at risk of harm. The childminder understands how to respond to a wide range of safeguarding concerns, such as domestic violence or substance misuse, and is aware of the impact on children's safety and well-being. He undertakes regular training to keep his knowledge up to date. The childminder carries out regular checks of his home and garden to help provide a safe environment for children.

What does the setting need to do to improve?

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

- strengthen planning of activities to focus more sharply on the precise skills and knowledge children are ready to learn next.

Setting details

Unique reference number	141419
Local authority	Milton Keynes
Inspection number	10303949
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 0
Total number of places	6
Number of children on roll	0
Date of previous inspection	11 September 2018

Information about this early years setting

The childminder registered in 1997 and lives in Furzton, Milton Keynes. He operates all year round from 2pm to 7pm, Monday to Friday. The childminder works with another registered childminder.

Information about this inspection

Inspector

Lisa Robinson

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 setting.
- The childminder and the inspector observed children playing and discussed their learning and development.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The inspector took account of the views of parents.
- The inspector spoke with the childminder and children at convenient times during the inspection.

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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