

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have strong bonds with the childminder and her co-childminder, who are kind and nurturing. Children demonstrate that they feel safe and secure in their care. Younger children cuddle up to the childminder when they first arrive, as part of their routine. This helps children to take a moment to look around at what is on offer and settle before being ready to explore and play.

Children enjoy playing imaginatively with the childminder. They play together, pretending to be doctors caring for their teddies and each other. Children explore the stethoscope and listen to each other's heartbeats before pretending to give an injection of 'medicine' to the teddy. The childminder talks to the children about listening to the sound of their heart and what they can hear, making 'boom' sounds to mimic a heartbeat. The childminder promotes good health and hygiene practices with children. For example, she shows children how to blow their noses with tissues, put the tissues in the bin and wash their hands.

The childminder promotes positive relationships, and children develop good friendships in the setting. They look forward to seeing their friends as they arrive. Children behave very well. They have a good understanding of the boundaries and routines in place. They learn to share and take turns with the resources. The childminder and her co-childminder support this by modelling taking turns with the toys and resources as they engage in play with the children.

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

- The childminder has the same ambitions for all children. She uses observations and assessments to quickly put appropriate support in place for children with special educational needs and/or disabilities.
- The childminder uses a range of reading materials and resources in a way that excites and engages children. For example, children read and choose from a pizza menu as part of an art activity that includes making and designing their own pizzas. This supports children's early literacy development and teaches children that there are many different types of text.
- Children articulate what they know, understand and can do in an age-appropriate way. The childminder supports younger children to build their vocabulary by modelling simple sentences and demonstrating active listening skills. Children learn how to participate in conversations and take turns in speaking and listening to others.
- Children are physically active in their play, which develops their fine and gross motor skills. They show good control and coordination during a threading activity. Children focus on holding the shoelace and directing the tip through the wooden blocks they are threading. This develops the muscle control in their

hands. Children show resilience as they keep trying and eventually succeed in threading several blocks. They show pride at their achievements.

- The childminder and her co-childminder know the children well. They spend time observing children and assessing their progress so that they can plan, using children's interests. The childminder and her co-childminder interact positively with children. They use children's interests to engage them in conversations and to support their play further.
- Children learn to be independent and manage their personal care needs well. They choose fruits and vegetables they would like at snack time. Babies confidently feed themselves, and all children then wipe their own hands and faces.
- Overall, the childminder and her co-childminder promote children's language and communication skills well. The childminder models language by asking children questions and talking to them. However, at times, she does not extend conversations to encourage children to build on their language skills further.
- Partnerships with parents are strong and well established. The childminder works closely with parents to keep them informed about their children's progress. She offers advice to families about how they can continue their child's learning at home.
- Children have access to a garden where they can explore a wide range of physical activities. This helps to build children's strength and skills as they learn to balance, climb and manage risk as they use the stairs to the garden space.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder place a strong emphasis on keeping children safe. They recognise their responsibility to monitor children's well-being and take prompt action in making referrals to partner agencies. The childminder and her co-childminder have a good understanding of how to identify when a child is at risk of harm and the procedures to follow to report any concerns. The childminder provides a safe environment and carries out daily risk assessments to ensure that the premises are safe and fit for purpose. She ensures that resources and activities are appropriate for children's age and stage of development.

What does the setting need to do to improve?

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

- strengthen understanding of how to give children time and encouragement to share their own ideas to further extend their language skills.

Setting details

Unique reference number	141425
Local authority	Milton Keynes
Inspection number	10303948
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 September 2018

Information about this early years setting

The childminder registered in 1994 and lives in Furzton, Milton Keynes. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-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 had a learning walk and 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 childminder and the inspector observed children playing and discussed their learning and development.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector took account of the views of parents.

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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