

Childminder report

Inspection date: 4 May 2022

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 develop positive bonds with the childminder in her home-from-home environment. They snuggle for stories and cooperate happily with routine times, such as nappy changes and sleep times. This demonstrates that they feel safe and secure. Children have opportunities to learn to keep themselves safe. For example, they learn about road safety. Children walk short distances holding hands with the childminder, in preparation for longer walks to school.

Children benefit from a wide variety of engaging and exciting activities which complement their experiences at home. They learn about the wider world. Children enjoy visiting shops to choose and buy seeds to plant. They learn how to help their seeds to grow and eagerly observe changes over time. Children investigate and solve problems in their play. They learn how to transfer water from one container to another without spilling. Children use tools and equipment, such as funnels, to help them pour accurately. They smile with delight when they successfully transfer water into watering cans to use in their play.

Children respond to the childminder's consistently high expectations for their behaviour. They listen and respond well to her gentle interactions with them. Children receive plenty of praise to encourage them when they share and take turns with others. They are well prepared for the next stages in their education.

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

- The childminder provides an appropriate amount of support to help children develop the skills for their future learning. For example, when children learn to use tools to prepare their own snack, the childminder shows them how to hold and use the knife safely. She demonstrates this for children, giving them the knowledge to 'push down on the knife' to cut their banana successfully.
- Children have a wide range of opportunities to develop their physical skills. For instance, when playing outdoors, they enjoy holding the paintbrush and making marks on the playhouse. Children grip chalks in their hand and make marks on the ground. They hold watering cans with control and use them to water the plants.
- The childminder promotes positive behaviour effectively. She speaks calmly to children, providing lots of positive praise for their use of good manners. She has clear routines that she expects children to follow, such as in preparation for moving from one activity to another. Children listen and respond consistently well. They learn to use 'kind hands' and they demonstrate respect for others.
- The childminder helps children to manage their own personal needs well, such as dressing and undressing. For instance, she gives children the knowledge they need to be able to put their socks on themselves. She shows them how to hold

the sock and find the hole to put their feet into. Children apply the skills that they learn and put their wellington boots on independently when going to play outside.

- The childminder provides plenty of opportunities for children to get fresh air and exercise. For example, children enjoy frequent outings to the park. They practise the skills of running and learning to climb steps one at a time. Children enjoy outings to local forest and woodland areas, which they eagerly explore with their friends.
- The childminder knows children in her care very well and she is able to describe precisely the progress they make. However, she has yet to share this information with other professionals, to support continuity in children's care and learning, as they move on to other settings.
- The childminder provides healthy snacks and meals for children. However, she has not yet fully considered how to use mealtimes to help promote children's understanding of how to lead a healthy lifestyle and make healthy eating choices.
- The childminder has reduced the burdens of unnecessary paperwork. For instance, she has reviewed the way she communicates with parents and has introduced electronic communications. Parents report that they prefer this. This change in procedure is helping the childminder to achieve a better work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder risk assesses well to keep children safe in her home each day. For example, she secures her indoor and outdoor spaces, ensuring that doors and gates are locked. She removes hazards within her home and ensures that she cleans spaces used by children regularly. The childminder has a good understanding of local safeguarding issues and their potential impact on children. She is aware of wider safeguarding issues, such as grooming, online safety and female genital mutilation. The childminder has a secure knowledge of local safeguarding partnership procedures. She knows what to do in the event of a concern relating to children's welfare or if an allegation should be made.

What does the setting need to do to improve?

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

- strengthen opportunities to help children develop their understanding of healthy lifestyles and healthy eating choices
- develop procedures for sharing information about children's learning and development with staff at settings that they transfer to for the next stage of their education.

Setting details

Unique reference number	141446
Local authority	Milton Keynes
Inspection number	10225295
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 November 2016

Information about this early years setting

The childminder registered in 1994. She lives in Great Holm, Buckinghamshire. The childminder operates Monday to Thursday during term time from 7.45am to 5.30pm, and each weekday during school holidays.

Information about this inspection

Inspector

Lisa Dailey

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 inspector talked to the childminder about how she organises the curriculum. The inspector observed the quality of teaching indoors and outdoors, and assessed the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector spoke to children about their activities and viewed routine times, such as nappy times and sleep times.
- The inspector considered the written 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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