

Childminder report

Inspection date:

23 September 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely enthusiastic in their play. They show determination and intrigue as they experiment. The childminder helps them to extend experiences themselves by using the wealth of resources available to them. She shows great respect for how each child learns and tailors experiences towards children's personalities and previous experiences. Children have time to think carefully about where the features on toy figures belong, finding pairs of ears that match to go on either side of the head. They use commentary to show their thought processes. Younger children learn from others during group play, watching and copying their older friends as they learn and practise new skills.

Children show high levels of confidence. They follow familiar routines, which helps them to understand and predict what comes next. The childminder prepares children to finish their play and get ready for the next activity in their day, such as snack time. She gives children the best opportunities to develop their self-sufficiency and to make choices in their play. The childminder plans learning environments extremely well, both inside and outside. This very successfully helps her to promote children's preferences in play and entices them to further explore their interests.

Children learn respect and show responsibility towards their environment and resources. They follow instructions to tidy away before they have snacks and outdoor play. The childminder uses stories, discussions and creative activities to enhance children's understanding of emotions and the feelings of others. She is immensely successful in helping children to become aware of their emotions and to use words rather than actions to express themselves. She extends children's social experiences to enable them to practise these skills through music groups and large-group play, for instance.

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

- Children complete tasks in a mature manner. They show high levels of resilience and determination during their play and through daily routines. For example, the childminder encourages children to put on their own waterproof suits and wellies. She talks them through the process of finding the arm and leg holes and gives them time to manage this themselves. They use problem solving skills to change their wellies over when they are on the wrong feet. Children develop strong independence skills and very positive attitudes.
- The childminder knows children extremely well. She plans and provides experiences that support the next steps in their learning superbly. Children's experiences are vibrant and exciting, both indoors and outdoors and during outings into the community. She uses her expertise to adapt play to give children

the confidence to overcome challenges. For example, she offers sensory experiences through paint to build children's confidence to explore with their fingers. She offers cloths to wipe their hands clean. This gives children the confidence to explore even further.

- The childminder has an extremely positive attitude towards adapting children's play to support their learning. She skilfully weaves different areas of learning through each experience. For example, she introduces connecting blocks, successfully supporting dexterity, language and mathematical concepts. She shares in children's pride for their achievements. This helps all children to make exceptional progress and to exceed expectations in their levels of development.
- The childminder provides excellent support for children's communication skills. She is sensitive to children's emotions and recognises their feelings through paying close attention to their actions, words and expressions. She continually narrates children's play and uses expressive language to extend older children's understanding and listening skills. She helps children to maintain focus and supports younger children through repetition, such as 'pat, pat, pat' when exploring the paint. She models language such as 'splash in the water'. Children respond with simple sounds in their water play. Children are extremely confident in expressing themselves and using their developing vocabulary in a contextually appropriate manner.
- The childminder seeks ideas from other professionals, reflects on her own practice and adapts her already successful teaching to enhance children's experiences even further. For example, she recognises that children do not always use the mud kitchen to full effect. She moves this to another part of the garden and encourages children to use it in different ways to promote different areas of their learning. She has created an outdoor reading area to encourage children's love of books further. Children benefit from the childminder's positive attitude towards her ongoing professional development.
- The childminder understands the importance of communicating with other settings that children attend to provide them with strong, consistent experiences. She builds professional relationships to share information and works collaboratively to provide strong support for children's learning. Children benefit from the combined experience of all adults involved in their care. The childminder has extremely strong partnerships with parents. She provides guidance for parents, such as about how to keep children safe on outings. This promotes children's continued learning and development at home.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	141523
Local authority	Milton Keynes
Inspection number	10408340
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 January 2020

Information about this early years setting

The childminder registered in 1995 and lives in Newport Pagnell, Buckinghamshire. She operates all year round from 8am to 5pm, Tuesday to Thursday. The childminder provides funded early education places for children aged nine months upwards. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication, language and confidence.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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.

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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