

Childminder report

Inspection date: 22 January 2024

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

The childminder develops good relationships with children and their families. For example, she seeks information about children's starting points before they begin attending. She also finds out about children's care needs, which then enables her to meet these in her home. Young children benefit from quiet story times ahead of flexible nap times, when needed. Parents are happy with these procedures and these help children to feel secure in the childminder's home.

Children are well behaved and they demonstrate good levels of concentration. Overall, the childminder has clear expectations for children's learning. For example, the oldest children enjoy completing challenging turn-taking memory games. They pay close attention, remembering where each animal is hidden to match up pairs of cards successfully. Younger children enjoy exploring cause and effect toys, watching the path on which balls will travel when placed at different starting points on slopes and drops.

The childminder promotes speech and language development well. For instance, she uses simple words as labels in children's play and children repeat these. She narrates children's play and frequently includes singing, which helps children to use new words in context.

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

- The childminder knows what she wants children to learn before they move on to school. She has liaised with teachers and recognises the expectations they have for children to be independent. The childminder, therefore, focuses on teaching children to dress, undress and learn to manage their personal needs. This helps a smoother transition to school.
- Children enjoy plenty of opportunities to be active. For instance, they go on frequent outings in the local area and enjoy going to see the horses and feed the ducks. This ensures children get daily fresh air and exercise.
- Overall, the childminder has a secure understanding of the sequence of learning in the prime areas. However, on occasions, she does not consider how to adapt activities fully to make them more accessible for younger children. For example, in a sensory activity, the childminder demonstrates to the oldest children how to use tweezers to pick up items from the tray. This is less appropriate for younger children, as the tweezers are too big to grip and the childminder does not consider fully beforehand how she can adapt this more successfully.
- The childminder ensures that her practice is inclusive and helps children to learn about others in their community. For instance, she considers children's own cultures and beliefs and she follows the wishes of parents. She also helps children to learn about celebrations in the calendar year, such as Chinese New

Year. Children read traditional stories and taste traditional foods.

- Children enjoy their time with the childminder and they particularly like activities that they can complete together. However, there are times when children are unable to make independent choices in their play. For example, toys are stored out of their reach and have been pre-selected for the day. This impacts children's enjoyment and engagement as they are unable to make choices themselves.
- The childminder has a positive attitude to keeping her knowledge up to date. For instance, she has recently completed safeguarding training. She also networks with other childminders in her local area. This is helping her to share ideas about best practice, which in turn impacts on the quality of her provision.
- Children's personal needs are supported well. For instance, the childminder liaises with parents to support specific health issues. She keeps records, such as of what children eat, in order to share this with health professionals. This helps to promote children's good health.
- The childminder works well with parents. She shares information with them about children's day at collection time. She also talks to parents about the progress that their children make. The childminder ensures she completes the progress check at age two.

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:

- implement activities more successfully for the youngest children, considering beforehand what they are capable of and what age-appropriate tools and equipment they can use to benefit from the learning fully
- strengthen opportunities for children to be able to freely choose what they wish to play with.

Setting details

Unique reference number	141560
Local authority	Milton Keynes
Inspection number	10317334
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 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 May 2018

Information about this early years setting

The childminder registered in 1992. She lives in Newport Pagnell, Buckinghamshire. The childminder offers care Monday, Tuesday and Thursday from 7.30am until 4.30pm for most of the year. The childminder holds an appropriate qualification.

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 provider and has taken that into account in their evaluation of the provider.
- The inspector talked to the childminder about how she organises the curriculum.
- The inspector observed the childminder's quality of teaching, and both jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector spoke to children and viewed their activities.
- The inspector sampled documentation.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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