

Childminder report

Inspection date: 12 July 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder has very high expectations for children's behaviour. She shares house rules with families when children start attending, and she refers to these consistently in her practice. Children respond well to instructions that they are given, such as to come off playing equipment so that other children can have their turn. Children have positive attitudes to their learning and they approach challenges with excitement. For instance, the childminder has taught them the skills they need to complete a jigsaw. With limited support, older children use the picture as a guide and rotate jigsaw pieces to connect them together successfully. This demonstrates their good problem-solving skills.

Children are safe and happy in the childminder's care. They explore the learning environment with confidence, selecting toys that they wish to play with. When children begin to show signs of becoming tired, the childminder gives them cuddles and promptly sets up sleeping arrangements. This helps to promote children's well-being. Children benefit from plenty of fresh air and exercise. The childminder takes children on walks each day and also provides opportunities to play outdoors, such as in her garden. Children develop good physical skills in relation to their age. For example, they carefully climb up the ladder and push themselves safely down the slide.

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

- The childminder thinks carefully about what her curriculum will contain. She has a particular focus on helping children to learn about their community and environment. For example, since the COVID-19 pandemic, she has recognised the vast amount of learning that children can benefit from during walks in their local area. Children identify features of their locality, such as the church, and they enjoy treasure-hunt activities to identify print and numbers in their environment. This is successful in helping children to learn about the place in which they live.
- The childminder knows the children in her care well and overall she can explain the ultimate aims for their learning. However, her intentions for learning are less clear for children who attend infrequently. This means that at times, the childminder's interactions with these children do not focus precisely on how to move their learning on to the next level. This impacts children's levels of engagement.
- The childminder supports children's health needs well. For example, she finds out about children's medical needs and allergies and ensures that she provides suitable food and administers medicines promptly as children need them. The childminder also helps children to learn about oral health, such as by reading books to them about looking after their teeth.

- The childminder wants children to be able to independently manage self-care and dressing and undressing tasks before they move on to pre-school. However, she does not fully consider how she can break up these tasks into smaller steps to help children to be more successful. For instance, when children persevere and try to put their feet into their shoe, the childminder completes this process for them. This means that they do not have opportunities to try easier parts of the routine and build from these, such as pulling and securing the velcro.
- The childminder develops positive partnerships with other settings that children attend. For example, children often transition from her setting to the local pre-school and the school. The childminder initiates contact with staff at these settings and shares information about children's development to help ease their move to the new setting.
- The childminder works well with parents. For example, she finds out about children's likes, dislikes and starting points before they start attending. She frequently feeds back to parents and discusses with them how they can support children's next steps in learning, such as in relation to strategies that they can use to manage their behaviour. This helps to promote a consistent approach for children and helps them to understand what is expected of them. Children also have opportunities to extend their learning at home. For instance, they plant sunflowers with the childminder and take them home to observe changes as they grow.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to protect children from harm. She has completed training to help ensure her safeguarding knowledge is up to date. She is able to describe signs and symptoms of abuse confidently, including how she would recognise radical and extreme views and behaviours. She also talks about signs of domestic and emotional abuse. The childminder risk assesses the areas she uses in her home well to keep children safe. She also completes regular fire evacuation procedures, which helps children to understand what to do in an emergency.

What does the setting need to do to improve?

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

- identify and implement a more precise focus for children's learning when they attend less frequently to increase their levels of engagement and the progress that they make
- adapt practice to help children successfully master smaller steps towards managing tasks independently.

Setting details

Unique reference number	141595
Local authority	Milton Keynes
Inspection number	10301689
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	29 January 2018

Information about this early years setting

The childminder registered in 1996. She lives in Olney, Buckinghamshire. She operates Monday to Thursday, from 8am to 5pm, and Friday from 8am to 4pm. The childminder accepts funding for the free provision of education for children aged two, three and four years. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the provider 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 setting.
- 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.
- 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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