

Childminder report

Inspection date: 27 April 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 demonstrate high levels of well-being. They enjoy dancing and moving their bodies in time to their favourite music. Children enjoy playing imaginatively. They make 'cakes' in the mud kitchen, finding more ingredients to add and decorating their final creation with pine cones and pebbles. Children are kind and helpful. They learn to share and take turns with toys when playing outdoors. For example, they use timers to help them to wait for their turn on large play equipment. Older children considerately fetch paper towels to clean up spills from drinks cups without being asked.

Children learn to keep themselves safe. On outings, they remain close to the childminder. They stop with their feet on the edge of the path and learn to look and listen for traffic before crossing the road. Children benefit from a wide variety of learning opportunities, which the childminder plans to meet their evolving interests. For example, they enjoy playing group games and develop good physical skills when exploring outdoor spaces, such as the local park. Children have consistently positive attitudes and good levels of concentration for their age and stage of development.

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

- The childminder supports children's early writing well. For instance, children enjoy making lines, marks and patterns. They choose from a range of tools, such as chalk, pens and paints. The childminder has high expectations and ensures that children learn the correct letter formation when beginning to write their names.
- The childminder provides appropriate levels of challenge to promote children's physical development. For example, children use their hand muscles as they scoop and pour rice into empty bottles. They experiment to discover if this is easier or harder using smaller, larger, metal or wooden spoons. Children go on to develop their pincer grip as they peel stickers and use them to decorate their bottles.
- The childminder establishes positive communication with other settings that children attend. This helps to promote continuity in children's care and learning. However, she recognises that she can strengthen partnerships with parents further, to help them to support their children's development at home.
- The childminder manages children's behaviour effectively. For example, she recognises promptly when children become unsettled and require help to solve problems. She provides gentle explanations to help them understand rules and boundaries. Children listen and respond well.
- The childminder challenges children's perception of stereotypes extremely well. For instance, when music plays, children say, 'This one is for girls'. The

childminder asks them why they think this and she provides age-appropriate explanations of why different types of music can be enjoyed by everybody.

- Children develop a good awareness of healthy lifestyles. During the childminder's discussions with them, they learn about the sugar and salt content of foods and drinks. They talk about the range of foods they eat and this helps to give them the knowledge they need to make healthy eating choices.
- Children learn to be independent. This is demonstrated as they put on their shoes and gather their belongings. However, the childminder does not fully promote age-appropriate opportunities for children to learn the skills required to manage their own personal hygiene.
- The childminder has a positive attitude to further improving her practice. For instance, she regularly reads publications and updates to enhance her knowledge. She gathers examples of activities relating to sensory play and physical development, which children then go on to enjoy in the time that they spend with her.
- The childminder has made adaptations to her own practice, in order to help her improve her own well-being. She reports that her review of unnecessary paperwork completion, means that she now has a better work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home environment is safe for children each day. For example, she has procedures in place to check the cleanliness of outdoor equipment. She completes checks of her home before children arrive to minimise any risks to their safety. The childminder has a good knowledge of signs and symptoms of abuse. This includes in relation to local safeguarding issues and radical and extreme views and behaviours. She understands the procedures to follow should she have concerns about children's welfare or in the event of an allegation.

What does the setting need to do to improve?

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

- strengthen partnerships with parents and help them to understand how they can support their children's learning further at home
- review opportunities for children to learn to manage all aspects of their personal hygiene independently, in preparation for their move on to school.

Setting details

Unique reference number	141646
Local authority	Milton Keynes
Inspection number	10225293
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 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 October 2016

Information about this early years setting

The childminder registered in 1987. She lives in Springfield, Milton Keynes. The childminder offers care Monday to Friday, from 8am to 6pm term time only. The childminder accepts funding for the free provision of education for children aged two, three and four years.

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 provider.
- 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 spoke to children during the inspection to find out about their activities.
- The inspector took account of 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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