

Childminder report

Inspection date: 23 February 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

Children feel very settled and safe in the care of the kind and nurturing childminder. They show they feel completely 'at home' in her care. They move confidently around, choosing what toys and resources they would like to use. They look to the childminder for reassurance if feeling a little unsure. Her words of encouragement helps children feel confident to carry on with their play when visitors, such as the inspector, enter her home. Children show great enthusiasm to play and learn. They are supported very well in this by a childminder who shows great delight in joining in their games and effectively helping them to learn as they play.

Children benefit from being cared for by a childminder who expertly and effectively develops their language skills. They hear words modelled to extend their vocabulary and are encouraged to take part in interesting two-way conversations about what they are doing. Children are developing well into confident communicators, who enjoy chatting with their friends and talking about what they are doing. These skills, alongside many others children develop during their time with the childminder, help prepare them well for the move to nursery or school when the time comes.

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

- Children learn a lot as they play. The childminder skilfully enhances, rather than interrupts, what children are doing. For example, as children play a game of 'going to the shops' the childminder incorporates counting and sorting into the game. This helps maintain children's focus as well as building children's confidence to solve mathematical problems.
- Although the childminder is very effective at delivering her curriculum through children's self-chosen play she is less effective at doing so during more structured activities. Sometimes she plans activities without giving enough consideration to what she most wants children to learn from them. At these times teaching does not extend children's learning as well as at other times.
- The childminder has a clear understanding of the skills children need to move confidently to school. She uses daily routines to teach children to do things for themselves, such as hand washing, managing fastenings and managing personal care needs. She talks positively about the move to school and shows children where they will be going and introduces them to key staff who will look after them. This all helps children be ready for, and excited about, the next stage in their learning.
- The childminder completes the required written progress checks for children aged between two and three years. However, the childminder does not make the best use of these to provide parents with specific feedback on their

children's progress, including where extra support may be needed. That said, parents are extremely happy with the care the childminder provides.

- Children behave typically for their age. The childminder understands that young children need support and encouragement as they learn to share and regulate their emotions. She offers this support calmly, kindly and consistently. Children respond well and show they are learning to consider the needs of others.
- The childminder understands how important structure and routine can be to some children, including those who are less confident than others. She therefore plans her days so that children know what will happen next. For example, children know that after lunch they can snuggle up on the sofa to listen to a story. This all helps add to children's sense of security and belonging.
- Children develop an interest in a healthy and varied diet. The childminder uses snack times well to introduce children to a range of different fruits and vegetables. She presents these in ways that are inviting and which encourages children to both enjoy foods they are familiar with and also try something new. This helps develop healthy habits around food.
- The childminder continues to provide good quality care and education. She has developed strong working partnerships with staff at other settings children attend. She continues to make good use of professional development opportunities to update her skills and develop her teaching further still.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She has a clear understanding of the signs that could indicate a child is at risk of harm. She understands the risks to children of being in an unsafe situation at home or being exposed to extreme ideologies. She knows how to share any concerns, and the importance of doing so promptly, to keep children safe. She ensures her home is a safe and secure place, suitable for the care of children.

What does the setting need to do to improve?

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

- enhance planning, so adult-led activities better support children to develop the skills or knowledge identified as what they need to learn next
- improve the use of progress checks at age two to provide parents with greater detail about their children's progress and planned strategies for supporting learning.

Setting details

Unique reference number	141659
Local authority	Milton Keynes
Inspection number	10276120
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	3 July 2017

Information about this early years setting

The childminder registered in 1999. She lives in Newport Pagnell, Buckinghamshire. The childminder offers care from 8am to 6pm, Monday to Friday, throughout the year. The childminder offers funded education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the provider.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- 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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