

Childminder report

Inspection date: 14 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are very happy. They enjoy the time they spend in the childminder's welcoming and nurturing home. Children settle well and form strong attachments with the childminder. He is highly responsive to their individual needs and they are secure in their familiar routines.

Children behave well. The childminder treats them with kindness and consideration. This helps children learn how to treat others and build friendships. For example, they are learning to share toys and resources with each other when they play, which helps to develop their social skills. Children benefit from plenty of warm praise and encouragement from the childminder. He supports their self-confidence and self-esteem well. Children are learning to manage their feelings and emotions with support from the childminder. He is a calm role model who encourages their positive behaviour.

All children are developing a real love of books. They have regular opportunities to read stories and sing nursery rhymes. Children have good opportunities to be imaginative. They freely express themselves in a wide range of role play activities. For example, children show their increasing imaginations as they pretend to make cups of tea, change nappies and care for their 'babies'.

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

- The childminder demonstrates a genuine enjoyment of his work. He reviews his own practice and discusses this with his co-childminder regularly. However, he is not sufficiently focused on identifying and using professional development opportunities to further extend his teaching skills to the highest level.
- The childminder has a wide variety of books and uses these effectively to support children's early literacy skills. Young children cuddle into the childminder to read a range of stories. They excitedly lift flaps to see what is hiding underneath and keenly listen to their favourite stories. The childminder teaches them new words, such as 'butterfly,' when they read a book and he encourages young children to model language and repeat the word back to him.
- Parents leave positive feedback and appreciate the reassurance and support given by the childminder. He keeps parents informed of their child's progress through daily feedback. However, the childminder has identified that there is scope to engage parents even more with their child's learning at home. For instance, by providing parents with ideas and guidance on how to support children's next steps in learning.
- The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. He has identified that, after the national restrictions, some children need support with developing their social

skills. The childminder recognises that children benefit from social interaction and plans experiences to support this. For instance, he attends dancing and singing sessions with them. In addition, he meets with other childminders and their minded children, to support children's social development.

- The experienced childminder has a secure understanding of how children learn and develop. He uses his knowledge to plan activities and use resources that help children to build on their skills and move on in their learning.
- Children show good levels of independence for their age. For example, young children sit in low-level furniture and feed themselves using age-appropriate cups and cutlery. Children are becoming independent and responsible individuals.
- The childminder helps children learn about the wider world. Children have opportunities to explore their local community and the childminder plans with his co-childminder interesting experiences to meet different people and see different places. For example, children collect and deliver food to the local foodbank and homeless shelter. They learn how these donations help people who are not as fortunate as themselves.
- Children develop healthy lifestyles in the childminder's care. They benefit from regular visits to local parks where they enjoy fresh air and exercise. The childminder involves children in growing produce, which helps to support their understanding of where food comes from.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of his role in protecting children who may be at risk of harm. The childminder and his co-childminder are alert to possible indicators of when a child may need help and know the relevant agencies to contact for guidance. The childminder attends child protection training, both online and face to face, where possible. He is aware of the correct procedure to take should there be any concern about a child's welfare. The childminder knows who to contact if he believes a child may be in an environment where extreme views are being shared.

What does the setting need to do to improve?

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

- enhance ongoing training opportunities to raise the quality of education to a higher level
- develop partnerships more with parents to help support children's continuity of care and learning even further.

Setting details

Unique reference number	141701
Local authority	Milton Keynes
Inspection number	10136277
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 January 2016

Information about this early years setting

The childminder registered in 1997 and lives in Milton Keynes, Buckinghamshire. He works with his wife, who is also a registered childminder. The childminder provides care all day Monday to Thursday, throughout the year.

Information about this inspection

Inspector

Amanda Perkin

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 childminder and has taken that into account in her evaluation of the setting.
- The inspector had a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took account of these views.
- Discussions were had with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of the childminder's documentation. This included evidence of the suitability of those living in the household, qualifications, first-aid certificates and policies and procedures.

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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