

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

Plenty of love and cuddles allow children to thrive and form secure relationships with the childminder and her husband, who is her co-childminder. Children receive praise and warmth during their interactions. Young children snuggle in for a hug and settle well. Children benefit from the childminder's positive examples of how to behave. They are learning to say 'please' and 'thank you' when speaking to the childminder, her co-childminder and their friends. Children behave very well at this setting. The childminder is attentive to children's needs and responds quickly, for example when they need a rest or a snack.

The childminder is committed to providing a home-from-home experience where children feel confident and settle quickly. She has worked hard with parents who have been anxious about children born during the pandemic. For example, she has arranged gradual settling-in sessions to ensure the children and parents are happy. Children benefit from the childminder's caring and considerate nature. Their routines and care needs are met quickly and effectively. Children enjoy the good-quality learning experiences that the childminder offers to help them develop. They are gaining in confidence. Children are keen to learn and they have high levels of well-being.

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

- The childminder demonstrates a genuine enjoyment of her work. She has worked hard to communicate well with parents and children throughout the COVID-19 pandemic. For example, the childminder delivered activity packs, books and baking to the children and their families. In addition, favourite books were read and recorded for children to hear and see.
- Overall, the childminder demonstrates a good understanding of how children learn and develop. Children benefit from a range of activities to support their development across all areas of the curriculum. Occasionally, some activities do not entirely promote their engagement at the highest level. For example, during the block building activity, some children lost interest or wandered off to access other resources.
- The experienced childminder arranges her home and resources effectively to ensure that children can make choices in their play and learning. This encourages them to explore, investigate and develop their own interests and ideas.
- Children develop their independence skills well. Young children are starting to learn the routines of the day and learn to wash their hands ahead of snack. The childminder provides good support for children's learning during routine times. For example, children are encouraged to feed themselves using their own cutlery and she reminds them to stay sat on their bottoms while eating their lunch on

low-level furniture. The childminder is kind but firm with her behavioural expectations.

- Children enjoy being physically active. For example, they enjoy regular walks to local parks and places of interest in the local community. In addition, children attend a regular soft-play session and weekly dance group.
- Partnerships with parents are strong. Parents leave positive feedback and appreciate the reassurance and support given by the childminder. For instance, they comment on her hard work and support during the COVID-19 pandemic and how she has reassured them when they are anxious. Parents leave positive comments on the 'home-from-home' environment she provides for the children in her care.
- The childminder reflects on her practice and continues to build on her knowledge and skills. For example, she has attended training to identify and support children's mental health and well-being. However, the childminder does not have a precise enough focus on her strengths and areas for further development to drive improvement to the highest level.
- Children have healthy and nutritious meals. They are encouraged to try new tastes and textures. Mealtimes are sociable occasions when the childminder sits with the children and chats about the food they have and activities they have undertaken at the weekend with their families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of safeguarding and child protection. She ensures that her knowledge is up to date by reading and researching new guidance. In addition, she attends regular training. The childminder is a passionate advocate for children's safety. She is confident to share her knowledge with her co-childminder, to ensure that children are kept safe from harm. The childminder understands wider areas of safeguarding. She can talk with confidence about what she would do in a range of scenarios. The childminder has a thorough understanding of local safeguarding procedures. She supervises children well and regularly risk assesses her home.

What does the setting need to do to improve?

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

- review the planning of activities so that all activities consistently engage and challenge all children
- strengthen the self-evaluation process to precisely identify areas for improvement to drive practice to an even higher level.

Setting details

Unique reference number	141709
Local authority	Milton Keynes
Inspection number	10136278
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 1990 and lives in Milton Keynes, Buckinghamshire. She works with her husband, who is also a registered childminder. The childminder provides care all day Monday to Thursday, throughout the year. She receives funding to provide free early education to children aged two, three and four years. The childminder holds a relevant level 3 childcare qualification.

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 held 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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