

Childminder report

Inspection date: 14 February 2024

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 at the heart of this warm and nurturing setting. The childminder and her assistant create a fun and stimulating environment that sparks children's curiosity. Children have opportunities to explore and choose what they would like to do, with support from a very kind childminder and her assistant. For example, children have an amazing time engaging in a dancing activity where they move their bodies in different ways and join in with familiar rhymes. Overall, children behave well and are kind to each other. Children benefit from the good levels of attention that the childminder gives them. Children grow in confidence, and the childminder listens carefully as children communicate their needs and ideas to her. They work together to solve problems and develop children's play ideas. The childminder and her assistant help to ensure that children have access to a language-rich environment and introduce and model new words to children. For instance, they teach children new words, such as 'erosion' and 'air pressure', during experiments the children take part in. This helps children to develop further their language and communication skills.

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

- The childminder creates opportunities for the children to explore a good range of mark-making tools to build on their fine motor skills. Children maintain focus and ascribe meanings to their drawings. Children talk about what they are doing with pride and satisfaction. This helps them to build on their emotional development and to express themselves creatively.
- Partnerships with parents are good. Parents are grateful for the nurturing care their children receive from the childminder and her assistant. They can see the progress their children are making in their learning and talk about how much their children love attending.
- The childminder and her assistant have a strong understanding of the safeguarding issues that may affect children in their care. They routinely attend training to help to keep their knowledge and skills up to date. The childminder forms strong relationships with both the children and the parents. This helps her to identify changes in the children and when families may need some support. Children are safe and secure.
- Care practices are effective. The childminder and her assistant teach children to wash their hands and brush their teeth. Children learn to feed themselves. They learn that doing things for themselves gives them confidence and independence.
- The childminder and her assistant develop children's curiosity. Children eagerly participate in all experiences. They excitedly add water to sand to see what will happen. Children persevere and display positive attitudes to learning.
- The childminder and her assistant know the children really well. There are good procedures in place to monitor children's progress and quickly identify gaps in

their development. However, on some occasions, children are not supported to build on what they already know, especially during children's self-chosen play.

- The childminder and her assistant are both reflective of their practice. They review children's progress and discuss what they can do to enhance their teaching of the curriculum. The childminder organises professional development opportunities for herself and her assistant. This helps their teaching to continue to develop over time.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop the already good-quality teaching, and build on what children already know during their self-chosen play.

Setting details

Unique reference number	150031
Local authority	Milton Keynes
Inspection number	10311776
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 April 2018

Information about this early years setting

The childminder registered in 1993. She lives in Emerson Valley, Milton Keynes. The childminder works with an assistant and offers care Monday to Friday, for most of the year. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Claire Boparai

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 their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder and her assistant organise their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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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