

Childminder report

Inspection date: 18 July 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

The experienced childminder understands how children learn and develop. For example, she uses questioning effectively to enable children to consider the weight of different objects as they use a balance scale. The childminder provides children with a range of freely accessible toys and resources. Children have fun as they play. They are interested and engage well with activities. Children who prefer to learn outside have a wealth of opportunities to explore and be physically active when they play in the garden or visit local parks.

Children are happy and settled in the childminder's warm and welcoming home. They have a very close relationship with the childminder. Her consistent approach encourages children's good behaviour. Children begin to understand that they should share toys and equipment, gradually developing an awareness of other children's needs. For example, children play amicably with small world toys, chatting to each other about the picnic they are creating.

Children have opportunities to meet with other children of a similar age and develop their social skills. For example, the childminder regularly visits local music groups and places of interest to enhance children's learning experiences. This also helps them to develop an understanding and respect for those who are different from themselves.

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

- The childminder provides a variety of play experiences for children to support their interests and abilities. She gathers detailed information when they first start and builds on what they know and can do. The childminder plans a curriculum full of activities that are challenging and motivating. However, during some activities the childminder does not consistently build on the skills children need to learn next. This means children are not always challenged as much as they could be.
- Parents' written comments are exceedingly complimentary about the quality of care and learning at the setting. They value the childminder's calm approach and ability to help their children learn new skills. The childminder ensures that parents receive information about every aspect of their children's care and learning. For example, she uses daily communication and online messaging to keep parents updated. The childminder works with parents to encourage children in their personal care and self-help skills. For example, children learn to go to the toilet independently and develop good hygiene practices.
- Children have many opportunities to develop an understanding of early mathematical concepts. For instance, they learn about size and measure as they weigh objects. Children use appropriate language such as 'big', 'medium' and

'small' as they categorise shapes by size. The childminder encourages children to make predictions as they stack and balance objects.

- The childminder supports children well to gain good communication and language skills. She sits with children as they play and talks to them about what they are doing. She builds on children's speech and language, helping them to extend their vocabulary. The childminder values what the children have to say and gives them enough time to think and respond to questions.
- Children are keen to engage with the childminder and take part in activities. They successfully develop the skills they need for the future. For example, they confidently complete tasks independently, have good social skills and demonstrate confidence in speaking and listening.
- The childminder works in partnership with other settings the children also attend. For example, she shares information about children's current stage of development. This helps the settings to provide consistent care for children and be aware of any changes or new information.
- The childminder reflects on her practice. She has conversations with parents and other childminders to achieve a good level of provision. For example, she liaises with other childminders in the area and they share ideas of good practice and keep up-to-date with any new legislation. The childminder has accessed training to improve her professional skills, such as to develop her understanding of changes to the early years framework and a wider understanding of safeguarding concerns.

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:

- place a sharper focus on planning more precisely for children's next steps in learning to help them make even better progress.

Setting details

Unique reference number	150037
Local authority	Milton Keynes
Inspection number	10351002
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 September 2018

Information about this early years setting

The childminder registered in 2001. She lives in Crownhill, Milton Keynes. The childminder offers care Monday to Friday, from 7.30am until 6pm, for most of the year. She holds an appropriate childcare qualification equivalent to level 3. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Robertson

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 provision.
- The childminder and the inspector completed a learning walk together around the areas of the childminder's home used for childminding.
- The inspector talked to the childminder at convenient times during the inspection to discuss her practice.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- The inspector and childminder discussed an activity and talked about how it supports children's learning.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- During the inspection, the inspector spoke to, and interacted with, the children.

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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