

Childminder report

Inspection date: 9 September 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Not applicable
--	----------------

What is it like to attend this early years setting?

The provision is good

All children make good progress in their communication and language skills. Children who speak English as an additional language do particularly well in the childminder's care and quickly understand and use English in their learning. Children enjoy singing familiar songs and nursery rhymes. This encourages their active movement as they jump around, sing loudly and remember what actions come next. Children engage in lively conversations about things that interest them. For example, during the inspection, children discussed how they had been to a dinosaur park and seen a model dinosaur carrying a baby dinosaur in its mouth. Children enjoy talking about their experiences and the childminder values what they say.

Children enjoy a range of activities to develop the muscles in their hands in readiness for learning to write. For example, they paint with sponges, squeeze tubes of paint and wash their hands in a bucket of water. Babies enjoy spending time on their stomach where they kick their legs and reach for objects. They quickly increase in physical ability as they push themselves up on their hands and begin to move.

Children show high levels of confidence. Babies form close attachment to the childminder. They raise their hands to be picked up and smile at her when she talks to them. Babies follow a routine that meets their needs well. The childminder comforts babies, showing them affection as they begin to adjust to separating from parents and settling into her care.

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

- The childminder effectively uses her good knowledge of children's development to assess children's progress and plan for their next steps in learning. She is ambitious for what children can achieve and plans an exciting curriculum for them.
- Children become adept at problem-solving and work things out for themselves. In the garden, children puzzle over how to lift a heavy bucket of water. They try to lift the bucket and when they cannot, the childminder encourages them to think how they can make it easier. Children show tenacity and perseverance as they work out how to make the bucket lighter by tipping some water out.
- The childminder supports children to behave well. She is patient and calm. The childminder understands how the COVID-19 (coronavirus) pandemic has prevented children from mixing with others and that they need to readjust to sharing and taking turns. With this in mind, she provides multiple ways for children to practise these social skills and encourages and praises them for playing together well.
- The childminder encourages children to make choices, be independent and keep themselves safe. Together, she makes signs with children to remind them of the

rules. For example, they make stop signs to show they cannot use certain equipment. Children read the sign and recall that this means they must climb on the trampoline.

- During changes in the daily routine, such as lunchtime, children's learning is not as well organised as the rest of the day. At these times, children do not benefit from the same high-quality experiences. This leads to babies having less stimulation and older children becoming restless as they wait for their meals.
- Children learn about themselves and others. The childminder teaches children what is special about babies, such as how they need support to sit up and where they need to sleep to keep safe. This helps children to understand about each other's needs and to treat each other with care and respect.
- Good relationships with parents help children to have continuity in their care and learning. Parents speak highly about the good quality care that the childminder provides. The childminder informs parents about children's progress and they know how to support their learning at home. The childminder has plans in place to work with other settings that children will attend.
- The childminder has arrangements in place to continually build on her professional development. This helps her to remain up to date with any changes that affect her work with children.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given priority by the childminder and she understands the needs of families and children well. She is aware of local child protection issues and how the COVID-19 pandemic has had an impact on family life. With this in mind, she is alert to any signs and symptoms that might indicate a child is at risk of harm. The childminder is aware of the work of the local safeguarding partnerships and understands her responsibility to report any concerns about children's welfare to them. Through following her policies and procedures and implementing risk assessments, the childminder maintains a safe environment for children to learn and play in.

What does the setting need to do to improve?

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

- expand on plans for learning to cover all periods of the day, including meal times, so children benefit from the same good consistency of learning throughout the day.

Setting details

Unique reference number	2537082
Local authority	Milton Keynes
Inspection number	10202177
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Oxley Park, Milton Keynes. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- Throughout the inspection, the inspector talked to the childminder and children at suitable times.
- Parents shared their views with the inspector through discussion on the telephone and written feedback. The inspector took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021