

Childminder report

Inspection date: 13 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children follow a curriculum that meets their needs well and encourages their very good progress. The sheer delight that young children show during their play demonstrates their excitement and joy in learning. They verbalise their experiences through a continual stream of babbling, shrieking and squealing. Despite not yet being able to talk clearly, children make their wants and needs clear. Consequently, children are already confident and able communicators. Young children are joyful and settled in the childminder's care. They show their sense of wonder as they discover new items to play with. Young children say 'wow' and shriek as they tenaciously open the doors of the play kitchen or climb inside the tent, which is filled with colourful plastic balls. They explore the activities with a sense of purpose and sustain their attention at activities despite their very young age.

Young children's good attitudes towards learning are evident when they smile after achieving something new, seeking recognition from the childminder. Young children look in mirrors and study their own faces intently. The childminder names the parts of their bodies and talks about their features. This supports young children to gain an awareness of their own name and identity. Children are clearly happy in the childminder's care.

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

- Since the last inspection, the childminder has improved her curriculum effectively. She offers a well-sequenced, balanced curriculum that helps all children to succeed. The childminder understands children's age and stage of development well, focusing in on what will support them to make the best progress. For example, she understands that children need extra support when having changes in their lives, such as starting nursery or the arrival of a new sibling. She focuses on preparing children well for these events. In turn, this helps children to become resilient and confident.
- Through training, the childminder gains a greater understanding of ways to implement her curriculum. She provides young children with sensory baskets, where they can explore natural items, such as cardboard tubes and tissue paper that rustles to the touch. This engages children and piques their curiosity as they excitedly handle objects, studying them intently, and passing them from hand to hand.
- The childminder has a good understanding of how young children acquire speech. Therefore, she values children's early attempts at talking. Young children are highly expressive in their vocalisation. They shout, babble and squeal with animation and excitement as they play.
- The childminder expands on children's learning. When young children play with a sensory basket full of objects, she provides them with a box to post the

objects inside. Young children curiously look to see where these have gone. The childminder shakes the box, so they know the items are still inside. Young children immediately copy this and repeat the actions, showing their learning.

- The childminder implements her curriculum well, and young children are making rapid progress in their physical skills. She clearly recognises children's next steps in learning and competently supports them. However, occasionally, the arrangement of activities in the physical environment does not provide children with opportunities to strengthen their large core muscles and practise balancing independently.
- The childminder considers how she can teach children about the diverse world that they live in. She introduces children to positive diverse imagery in books and pictures, and children learn about different cultural festivals and events.
- The childminder carries out personal care tasks, such as changing nappies, with respect and consideration. She talks to children to explain what is happening and uses this time as an opportunity to further support their communication and language development.
- The childminder recognises that she would like to enhance her knowledge of how to support young children with weaning and feeding. This will enable her to work more collaboratively with parents to provide children with healthy, suitable first foods.
- Parents feel that they are well-informed about their children's progress. They receive regular photos of their children during the day, which they find reassuring. Parents feel that the childminder's settling-in process helps children to feel confident from the very start.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in keeping children safe in her care. She carries out effective risk assessments to ensure that the environment and the activities that children play with are safe for them. The childminder is fully aware of her responsibilities and undertakes regular, relevant training to remain alert to safeguarding issues. This enables her to readily identify any signs and symptoms that might indicate that children are at risk of harm. The childminder knows what action to take to report any such concerns to the local safeguarding children partners. She has effective policies and procedures in place to guide her work.

What does the setting need to do to improve?

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

- consider the physical environment and how the arrangement of activities can help to further enhance children's rapid physical development

- increase knowledge and understanding of ways to support babies during the weaning phase, to further promote their good health and well-being.

Setting details

Unique reference number	2539405
Local authority	Milton Keynes
Inspection number	10214710
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	0 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	2 November 2021

Information about this early years setting

The childminder registered in 2019. She lives in Olney, Buckinghamshire. The childminder offers care on Monday to Friday, from 7.45am to 6pm, during term times. She provides occasional care in the school holidays.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector discussed the intent of the curriculum, observed its implementation during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder. Throughout the inspection, the inspector spoke with the childminder and children at suitable times.
- The inspector invited parents to share their views on the provision. The views of parents were obtained through their written feedback.

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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