

Childminder report

Inspection date: 7 July 2022

Overall effectiveness	Good
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
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

Children make excellent progress in their learning. Their physical, personal, social and emotional development and communication and language by far exceed expectations for their young age. Children follow an exciting curriculum that fuels their passion for learning. Very young children demonstrate a phenomenal knowledge of shapes. They confidently use scissors to cut out shapes from foam. As they do so, children talk about the shapes they have made. For example, they say that they have made 'a blue trapezoid' and it 'looks like a hat'. This shows that children can put many different complex ideas together. They can identify colour, have superb knowledge of the name of shapes and have the skills and dexterity to cut out the shapes. Children respond with excitement when the childminder asks them to choose what they would like to do. Their ability to make choices about their learning contributes towards their exceptional levels of motivation and engagement.

Children demonstrate warm and affectionate relationships with the childminder. They are highly content and settled. Children behave extremely well. They understand about the rules the childminder has in place to help them to learn and play together safely. The childminder gives children small tasks to help them to have a sense of responsibility. This boosts their self-esteem and confidence.

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

- The childminder has a clear and finely tuned curriculum that builds on children's personal, social and emotional development and promotes their readiness for starting school effectively.
- The childminder provides a bilingual setting where children learn and develop English alongside their home language. This is a real strength of the childminder's practice, and she is highly successful in supporting children's development of both spoken and written English. Children talk to each other and the childminder, confidently moving between the two languages. The childminder repeats words in English, broadening children's already superb vocabulary.
- The childminder has excellent plans in place to meet children's individual needs. She is aware when children will be starting a new setting and talks to them about this. However, the childminder does not share any information with the settings where children will attend prior to them starting. Therefore, she does not share her wealth of knowledge about children and how she successfully meets their needs.
- The childminder introduces children to technology as they play. For example, they use a smart device to play nursery rhymes and use food processors to make healthy snacks. Children observe how the equipment works as they gain

an understanding of technology and its purpose.

- The childminder has a very in-depth knowledge of children and their individual abilities and needs, which she accommodates extremely well. Consequently, the environment is welcoming and inclusive. For example, the childminder manages children's food preferences and allergies, seamlessly adapting cooking activities to ensure children are kept safe.
- Children are independent and confident. They wash their hands before meals and understand about the foods that their bodies need to be healthy. When children have medical needs, the childminder helps all children to understand about these. Consequently, children are highly accepting and knowledgeable about others and what makes them unique.
- Children enjoy learning about how to care for the childminder's pet dog. They incorporate this new learning into their play. Children act out being a vet and talk about how they need to care for the toy dog and handle it gently, showing empathy and kindness. Older children understand that younger children need to sleep when they are tired. They use quiet voices as they play so as not to wake the younger children. This shows that they are considerate towards others.
- The childminder remains motivated and enthusiastic about her work. She continually reads relevant information and undertakes training to learn ways she can enhance her provision even further for children. Parents praise the childminder for the care that she provides and feel that they can trust her to meet all of their children's needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates she has detailed knowledge of how to safeguard children. She is aware of local issues which might affect children's safety and well-being. The childminder is fully aware of the role of her local safeguarding children partners and recognises when she might need to share information with them. She undertakes regular training to ensure that her knowledge is accurate and up to date. The childminder carries out risk assessments to ensure that her home is safe and secure for children to play and learn. Children are taking some responsibility for their own safety, and they can skilfully use tools and equipment safely.

What does the setting need to do to improve?

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

- establish relationships with other settings where children will attend to share information about the excellent care and support plans in place, to better support children as they move on in their education.

Setting details

Unique reference number	2574454
Local authority	Milton Keynes
Inspection number	10239456
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Broughton. She operates all year round from 9am to 3pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder supports a number of children with special educational needs and/or disabilities. She provides free funded early education for children aged three years old.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the 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 indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint discussion about an activity with the childminder.
- Throughout the inspection, the inspector spoke with the childminder and children at suitable times.
- The views of parents were obtained through 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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