

Childminder report

Inspection date: 17 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and content in the childminder's care. They settle well in their play environment, which is set up to help them to choose resources and explore independently. Children benefit from a broad-based and meaningful curriculum, which is planned to help them build on the knowledge and skills they already have. Children make good progress in their physical development, and they are keen to learn outdoors. For example, they kick and throw balls, steer ride-on cars and climb and balance on apparatus. Children strengthen the muscles in their hands and practise their developing literacy skills, as they make marks with chalk.

Young children show high levels of emotional well-being. They snuggle in for cuddles and check-in with the childminder as they play. Children learn how to manage their behaviour with the childminder's sensitive support and guidance. They behave well, accept and respect others. This is because of her positive interactions and the experiences she offers them. Children learn good manners and they are gently reminded to use 'please' and 'thank you'. The childminder gives praise and encouragement to acknowledge their achievements, which helps them to develop confidence and persistence during activities. Young children explore what it means to be unique. For instance, they talk about their facial features when looking in a mirror.

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

- The childminder gathers relevant information from parents when children start in her care. This helps her to plan thoroughly for their individual learning. Children make good progress from their starting points. The childminder closely monitors their progress. If necessary, she provides activities to help children catch-up in their learning, such as focusing on their vocabulary and understanding. Children have a good attitude to learning, and the childminder actively engages them in play.
- The childminder talks clearly to young children. She encourages them to use the correct words and readily introduces new vocabulary. However, at times, her eagerness to support children means she does not consistently give children enough time to think through their responses to her questions. Young children experience a wide range of stories, songs and rhymes. They enjoy listening to favourite stories and join in enthusiastically, making animal sounds.
- The childminder uses plenty of mathematical language to help children learn to count and recognise colours, numbers and shapes. Young children use their mathematical knowledge to count numbers on the cars in the garden. They count one to three confidently, for instance, as they place cars into a box.
- The childminder supports children to learn about the world around them. For example, children enjoy feeding ponies at the local farm. They develop an

understanding of early technology; for example, they press buttons on toys, telephones and the cash till.

- Overall, partnerships with parents are good. Effective two-way communication keeps everyone up to date about the children's individual needs. Comments from parents indicate that they are very pleased with the progress their children make. The childminder offers advice and support about children's care needs. However, she does not consistently share specific ideas with parents to further extend children's individual next steps for learning at home.
- Children learn about the importance of good hygiene routines, such as brushing their teeth. The childminder encourages them to manage their own personal care. She understands the importance of children being potty trained to help prepare them for the future. She supports children to become independent, for instance, by encouraging them to attempt to put on their shoes.
- The childminder helps children to learn about healthy lifestyles. For example, she provides children with healthy snacks and meals and organises her environment to promote the social aspects of mealtimes. Children sit comfortably at a child-size table and chairs, providing good posture as they eat. They help themselves to a drink when they are thirsty to keep hydrated.
- The childminder is highly committed to her ongoing professional development. She attends various training courses and works with other early years professionals to build on her existing good knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and other safeguarding concerns, such as when children are at risk of exploitation. She is aware of the signs and symptoms that may indicate that a child is at risk of harm. The childminder knows who to contact if she has concerns about a child's safety or welfare. She keeps up to date with any safeguarding changes through her local safeguarding children's partners. The childminder takes steps to help children stay safe and secure. For example, she has safety gates to prevent children accessing the stairs.

What does the setting need to do to improve?

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

- implement the curriculum for communication and language development more effectively, giving children more time to think and respond to questions to further develop their learning
- build on the existing good partnerships with parents and involve them more in continuing children's learning at home.

Setting details

Unique reference number	2585328
Local authority	Milton Keynes
Inspection number	10251113
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 2
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 2020 and lives in Stony Stratford, Milton Keynes. She operates all year round from 9am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Kim Mundy

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 provider and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector read written feedback from parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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