

Childminder report

Inspection date: 14 February 2024

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

Since the last inspection, the childminder has put a lot of thought into planning her curriculum. She now provides a curriculum that focuses on the prime areas of learning. This is because the childminder is aware that babies and young children need to learn the essential skills that provide them with good foundations for their future learning. The childminder ensures that children have ample opportunities to be physically active, to hear and use language and to learn how to be sociable. Overall, the childminder supports children well, and they make good progress. She is aware of factors that can have an impact on children's development, such as being born prematurely. The childminder works alongside professionals who support children to successfully develop her curriculum and focus on some targeted areas, such as strengthening their muscles. She ensures that she completes the required progress check for all children between the ages of two and three years.

The childminder has confidence in what children can do and promotes their independence well. Children are eager to do things for themselves, and they show pride when they achieve something, such as feeding themselves and putting their boots on.

Each morning, the childminder reminds children about the 'golden rules'. This helps them to understand about expectations, such as having 'kind hands' when playing. Children behave well and play together happily.

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

- The childminder plans times of the day for children to be active, such as through playing in the garden where they bounce on the trampoline, play ball games and climb. This helps them to develop their balance, coordination and strength.
- The childminder recognises that children need to learn how to be sociable and to interact with others. With this in mind, she takes children to local groups where they get to play along with others. She recognises the benefit of this for children as they have the chance to share toys and equipment and to learn about others and their needs.
- The childminder sings lively songs and stories with children that they absolutely love. They copy the sounds, words and actions with gusto. Babies squeal with anticipation and delight as the childminder sings and then lifts them into the air as they pretend to be rockets.
- Young babies are confident to communicate even before they can talk. They approach adults and 'talk' in long streams of babble, nodding their head and waiting for a response. This demonstrates that they understand communication and have a strong impulse to want to make connections with others and express themselves.

- The childminder knows what children need to learn to help them to make progress. However, she does not break this down into specific, smaller steps in learning to enable her to monitor children's development even more accurately.
- The childminder supports children to be confident individuals. Even the youngest babies display enthusiasm and desire to get involved with activities. The childminder empowers children to develop a 'can do' attitude. This encourages their desire to try new things and explore as they learn.
- Children form close relationships with the childminder and seek her out for comfort and reassurance when they feel tired. They smile broadly and raise their arms to be picked up as they demonstrate they feel safe in the childminder's care.
- The childminder is aware of how to keep children safe in her care. She knows the signs and symptoms that might indicate children are at risk of harm. The childminder fully understands what action she must take if she has any concerns about children, and she has contact details for local safeguarding partners readily available.
- The childminder has made significant improvements since the last inspection. She has developed her curriculum and support for children. The childminder implements the curriculum well, and the activities are meaningful. However, she is not fully confident in talking about her curriculum and how it benefits children. Therefore, she does not communicate this information clearly and effectively with parents and other professionals to help others to encourage children's learning beyond the setting.
- Parents are positive about the care that the childminder provides. The childminder knows families well and forms professional relationships with them to exchange information about children's home routines. This helps children to settle in her care.

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:

- identify specific next steps for children to more readily review and promote children's good progress
- expand on professional development, focusing on building confidence in delivering the learning and development requirements and sharing this information with parents, so they know exactly what children are learning.

Setting details

Unique reference number	2616123
Local authority	Milton Keynes
Inspection number	10284193
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 March 2023

Information about this early years setting

The childminder registered in 2021. She lives in Brooklands, Milton Keynes. The childminder holds an appropriate childcare qualification at level 3. She operates term-time only, from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed an observation with the childminder. Throughout the inspection, the inspector spoke with the childminder and the children at suitable times.
- The views of parents were obtained through written feedback and discussions.

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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