

Childminder report

Inspection date:

9 May 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are delighted to spend time with the childminder before or after a day at school. Children greet the childminder with big smiles and are keen to tell her all their news. They show an excellent understanding of the rules the childminder has in place to keep them safe. For example, children know to hold onto the buggy as they walk home from school. They know where they need to stay close by and where it is safe to run. They know where they need to stop before crossing the road.

Children are extremely keen to take part in the play-based experiences the childminder offers. This is because the childminder actively encourages them to share their ideas and help her plan what they will do. This means that activities and resources maintain children's interest very well. Younger children have ample opportunities to use resources that are especially appealing for their age and stage of development. The childminder very effectively helps these children build further on the skills and knowledge they are gaining at school. For example, children have access to a range of books specifically for their age. They have lots of opportunities to play with sand, water and other sensory materials to build muscle strength and use their imagination.

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

- The childminder very successfully makes all children feel welcome and valued. Children take on roles of responsibility, which builds their self-esteem and helps build strong friendships between children of different ages. All children are valued and made to feel special and important. They help organise their own mini birthday parties at the childminder's, deciding on the menu and the games they want to play. This all helps add to the inclusive and very happy atmosphere.
- Younger children are as happy and confident as older children. The childminder organises her sessions effectively to ensure she can give younger children the extra time and support they may need to confidently and happily play and explore.
- Children behave extremely well. They have, in the childminder, an excellent role model. The childminder is polite, clear and consistent in her messages about acceptable behaviour. Children respond by being considerate of each other's needs and following the simple rules in place to keep them safe and aid the smooth running of the provision.
- The childminder ensures children have plenty of opportunities to be physically active. For example, she encourages children to play ball and team games outside. She also provides balanced meals and snacks and talks with children

about the foods that they should eat a lot of and foods which are more for 'treats'. This all helps children build healthy habits for the future.

- Parents and children could not be more full of praise for the childminder. Parents explain how happy their children are in the childminder's care. Children say things such as 'It's brilliant here, no one ever wants to go home' and describe the childminder as 'The best, she really is'. The childminder builds on these positive relationships by working closely with parents to meet any specific needs children may have and to ensure she provides toys and resources that children especially enjoy.
- The childminder has effective and professional relationships with staff at schools children also attend. She has put in place robust arrangements for the safe collection of children at the end of the school day. She exchanges information about children's well-being. This helps ensure good levels of continuity for children's care.
- The childminder takes pride in doing a good job. She wants to do the best she can by the children in her care. She does her own research to help her meet any specific needs of children. She plans to seek out further professional development opportunities to build further on her existing skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe. She ensures her home is a safe space, suitable for the care of children. She has a detailed understanding of the signs that may indicate a child is at risk of harm or neglect. She knows how to report any such concerns, and the importance of doing so promptly, to keep children safe. She understands the risks to children of being exposed to domestic violence or extreme views.

Setting details

Unique reference number	2631648
Local authority	Milton Keynes
Inspection number	10285913
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	3 to 12
Total number of places	6
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Milton Keynes. She provides care before and after school hours, term time only.

Information about this inspection

Inspector

Sarah Holley

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 childminder and has taken that into account in her evaluation of the childminder.
- The childminder explained how she organises the provision to meet the needs of children before and after school.
- The inspector accompanied the childminder to collect children from school.
- Parents and children shared their views, and the inspector took these into account.
- The inspector observed how the childminder interacted with the children, and evaluated the impact on children's care and well-being.

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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