

Childminder report

Inspection date:

7 November 2023

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

The childminder provides a calm and engaging environment for the children. They develop a sense of belonging as they find where to store their shoes and coats when they arrive. Children are happy and settled at the childminder's home. They are quick to settle into play with their friends.

The childminder provides a range of activities that are ready for when the children arrive. This means they engage and focus on meaningful play. Children show great joy as they join each other in imaginative play. They make cups of tea for the childminder and sit together to listen to a story. Children lean in and enjoy looking at the pictures in the book. They listen as the childminder reads with expression and excitement.

Children show positive attitudes to learning and behaviour. They join in together during tidy-up time. The childminder has taught the children a tidy-up song. This supports the children to know what to do and when. Children take great care to put their toys away where they belong and help each other.

Children form strong bonds with the childminder and co-minders. This is because of the caring approach the childminder provides for the children.

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

- The childminder creates an environment that supports what she wants children to learn. She plans and resources activities to meet children's needs and promote their focus on learning. For example, children enjoy rolling toys down ramps and guttering. The childminder engages children in this activity and adapts her approach to build the individual skills and knowledge of the children.
- Children form good relationships with the childminder. This helps children feel safe and secure. The childminder knows the children and families well. Parents share their positive views about the care and education their children receive. They comment on the progress their children have made since attending the childminder's.
- The childminder understands the areas of learning she teaches and the way in which young children learn. She provides effective support to build on what children already know and can do. She offers a broad range of activities to support most areas of the early years foundation stage (EYFS). However, at times, she does not make use of opportunities to fully extend children's understanding of mathematical ideas and concepts.
- The childminder presents information clearly to the children. She promotes discussion about what the children are doing to support and build children's communication and language skills. She communicates well. She asks questions

to check children's understanding and provides explanations to improve their learning. The childminder ensures her own speaking and listening skills enable children to hear and develop their vocabulary and learn new words.

- Over the EYFS, the childminder reviews her teaching and approach to help children to remember what they have been taught. She considers prior learning and reflects this through discussion with the children to build on their next steps. For example, she talks with children about making and building the guttering to roll the balls down. Children remember to have it higher at one end to allow the balls to roll down.
- Children learn about the importance of healthy lifestyles. The childminder provides a selection of healthy snacks for the children and talks to them about the benefit of eating fresh fruit and drinking water. She ensures children's dietary needs are met so that children are safe during mealtimes.
- The childminder teaches and supports children to become increasingly independent in managing their personal needs. For example, she talks children through how to wash their hands themselves before snack time. She supports them to wipe their own noses, making sure they put tissues in the bin and wash their hands afterwards.
- The childminder focuses on improving her skills and knowledge of the areas of learning through reflective practice and collaboration with other childminders. She shares good practice and engages in online seminars and training to continue with her own professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and indicators that a child might be at risk of harm. She attends training to ensure her knowledge is up to date. The childminder has a good understanding of safeguarding issues and how these relate to the local area where she lives. The childminder knows how to report concerns and who to. She recognises the importance of self-referral in the event an allegation is made against her. She has a robust safeguarding policy and procedures in place which she shares with parents so that they know and understand her duty of care to protect children.

What does the setting need to do to improve?

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

- strengthen skills in extending children's knowledge and understanding of mathematical concepts.

Setting details

Unique reference number	2644459
Local authority	Milton Keynes
Inspection number	10260107
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	3
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in August 2021. She works with two co-childminders. The premises are based in Milton Keynes. The childminder operates Monday to Friday all year round.

Information about this inspection

Inspector

Lisa Robinson

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 their evaluation of the childminder.
- 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 childminder provided the inspector with a sample of key documentation on request.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Parents shared their views of the setting with the inspector.

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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