

Childminder report

Inspection date: 25 July 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

Children are happy and feel secure in the childminder's care. They all have close relationships with the childminder and her assistant, enjoying cuddles and hugs throughout their play. The childminder's assistant enthusiastically welcomes children into the house on their arrival. Other children are excited to see their friends and immediately invite them into their play.

The childminder and her assistant effectively extend children's experiences and enrich their learning effectively. They regularly incorporate trips to places of interest into children's daily routine. For example, they visit supermarkets to learn about using money and choosing food that they like. They visit the library and go on buses to extend their understanding of the community in which they live.

Children explore and experiment in their play. They discover new and learned experiences in the garden. For example, children pick the dandelion seed heads, excitedly showing the childminder and the other children. The childminder asks them if they can remember what to do with them. Children blow, watching the seeds float away in the wind. The childminder helps children to develop new skills. She gives clear explanations as to how to make the bubble gun work. Children listen carefully and use trial and error and determination to create bubbles themselves, following her instructions.

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

- The childminder and her assistant give consistent encouragement for children to share equipment and to take turns. Children learn to play harmoniously, showing their friends how to explore different materials together. For example, older children scoop sand out of the tray for younger children, listening to the childminder explain how much the younger children enjoy this play. They place the sand on the floor, where younger children explore it with their hands. Children watch their younger friends explore the textures, and they add more sand for them to continue their play.
- The childminder and her assistant use very effective skills to support children's confidence to express themselves. Children use gestures, expressions, verbal sounds and words to communicate their needs and to commentate during their play. The childminder and her assistant model language well to help children increase their vocabulary, develop clearer understanding and use descriptive language. They give children time to absorb information and respond to questions, explaining their thoughts. This helps children to extend their knowledge and expand their interests.
- Children thoroughly enjoy books and listening to stories. The childminder and her assistant increase children's focus and attention through a variety of books.

Children eagerly gain information, listening carefully to the story. They predict what happens next and recall familiar stories they have listened to in the past. The assistant reads with an animated voice, using pitch and tone well to keep children enthralled and interested. The childminder and her assistant extend children's interest further by identifying the author and illustrator of each book.

- Parents make positive comments about the information they receive regarding the care and development of their children. The childminder supports parents to promote children's continuous learning at home. Parents receive weekly reports regarding children's achievements. They feel reassured that their children are safe and happy. They appreciate the additional experiences children gain through visits to local parks and places of interest.
- Children follow a regular routine as part of their day to help them feel settled and familiar with tasks and activities. However, on occasions, the childminder does not provide enough support for younger children to understand the timings of routine activities, such as snack time. They become uneasy and less settled when they are told it is snack time but have to wait a period of time before snacks are offered.
- The childminder encourages children to make choices as to what to play with. She is very aware of their interests and preferences for play. For example, children request particular puzzles and problem-solving activities. However, the childminder does not provide sufficient time and support for children to play with their activities of choice to their own satisfaction.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant clearly understand their responsibilities to protect children from harm. They continuously develop their knowledge of the procedures to follow if they have a concern about a child in their care. They know the signs and symptoms of child abuse. They carry out effective risk assessments to identify any hazards, particularly when taking children on outings. Children learn to keep themselves safe. The childminder and her assistant give children clear explanations and offer reassurance and support to try new tasks. For example, young children learn to manage small steps in the garden themselves.

What does the setting need to do to improve?

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

- adapt the organisation of snack times so that children's emotional well-being is maintained throughout
- provide children with the time and encouragement they need to fully explore their own learning and complete their chosen activities.

Setting details

Unique reference number	2645165
Local authority	Milton Keynes
Inspection number	10301630
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Great Linford, in Milton Keynes, Buckinghamshire. She provides care from Monday to Friday, 7.30am to 5pm, all year round. The childminder works with an assistant on four days a week. The childminder holds a suitable qualification at level 6. Her assistant holds a suitable qualification at level 3.

Information about this inspection

Inspector
Claire Parnell

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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector.
- 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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