

Childminder report

Inspection date: 24 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder works extremely well with her two co-childminders. They communicate extremely well to support the smooth running of the setting. Each child has their own key person, though all adults know and understand all the children extremely well. Children are happy and settled. They enjoy their time in this calm and caring provision.

The childminder has developed a suitable curriculum and is very clear about what she would like children to learn, ready for nursery or school. This focuses initially on the prime areas of learning and then she skilfully weaves in the specific areas when children are ready to learn more. The childminder understands how to plan a curriculum to sequentially build knowledge and skills over time. All children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL), are fully included. All children make good progress from their starting points.

The childminder is a good role model for children, interacting with them quietly and calmly. She is patient and kind to the children. Children follow her good example and are very kind to each other. For example, they offer to help each other get ready to play in the garden.

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

- The childminder has a vision for all children to make good progress and be ready for school. She has identified skills and knowledge she wishes children to develop before they move. For instance, being able to manage their own toileting needs and clothing, and to make relationships with others. She uses observations and required progress checks effectively to ensure children make the desired progress. Children with SEND are fully included and receive additional support and time as and when they need it.
- The curriculum relating to communication and language is robust. The childminder encourages children to use language effectively to communicate their needs, wants and emotions. She also engages children in two-way conversations where they can share their knowledge and ideas. Children with EAL are very well supported. The childminder reinforces new language and vocabulary, while carefully giving children time to share their thoughts and to answer any questions. This supports all children to communicate confidently.
- The childminder threads numbers and mathematical language through everyday activities and experiences. For example, when threading large buttons children confidently count those on their string to beyond 10. They also describe the speed of the cars going down the track. Children become familiar with these concepts and start to use them naturally.

- The childminder helps children to manage minor disagreements well. She explains about turn taking and children know how to use the sand timer to indicate when it is their turn. Children are polite and use good manners, saying please and thank you to adults and their peers. This supports children to behave well and build positive relationships with others.
- The childminder works in partnership with parents. She obtains relevant information when children first start, which she then builds on to decide on the next steps in children's learning. However, parents are not fully aware of their children's next steps and what specifically is being worked on by the childminder. Despite this, parents report they are very happy with the care their children receive. They particularly value the wide range of experiences, visits and activities provided.
- Children's development of independent skills is fostered particularly well. The childminder offers many opportunities throughout the day for children to practise the relevant skills. For example, they try very hard to manage their own shoes and coats to go outside. They also serve themselves food at snack and mealtimes, using tongs. This supports children well for the eventual move to school.
- The childminder takes children on regular visits and trips, where they are able to learn about the local community and world around them. Children also play in the garden daily, where they have opportunities to develop their large motor skills. They enjoy using the balance bikes to move around and navigate the space successfully.

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:

- strengthen the arrangements for sharing information with parents about the next steps in their child's learning, to enable them to continue to support their child's learning at home even more effectively.

Setting details

Unique reference number	2661886
Local authority	Milton Keynes
Inspection number	10260108
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Milton Keynes, Buckinghamshire. The childminder works with two other childminders. She offers care Monday to Friday, 7.45am until 4.30pm, for most of the year. The childminder holds an appropriate childcare qualification equivalent to level 3. The childminder provides funded early education for children aged two, three and four years old.

Information about this inspection

Inspector
Clare Perry

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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