

Childminder report

Inspection date:

12 September 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder has a broad plan for what children will learn and appreciates the skills children need for when they eventually start school. She recognises that children's learning is sequential and that young children need to be able to talk to express themselves and to form relationships with others. However, teaching does not consistently expand on children's knowledge. The childminder does not identify children who are disadvantaged to ensure that funding is used with best effect to support their learning. Therefore, although children enjoy their time with the childminder, the curriculum lacks the ambition to ensure all children's swift progress. By not exchanging information with other early years providers that children attend, the childminder is not fully informed about children's care and development. This means she cannot plan informed next steps in learning and reliably monitor children's progress.

The childminder makes good use of visits to the library and toddler groups. Here, children can meet with others and develop their social skills. They borrow books weekly for the childminder to read with them at her home. Sharing stories helps to increase children's interest in books and promotes their very early literacy skills. This is evident as they excitedly handle books and turn the pages.

The childminder successfully supports children's behaviour. She is calm and consistent as she gives children guidance about sharing and being kind. This consistency helps children to learn about keeping themselves safe and encourages them to play together happily.

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

- The childminder has yet to establish productive relationships with other early years settings that children attend. Consequently, there is no two-way flow of information about children's learning, development and well-being. This means children do not receive consistency to support their good progress.
- Although the childminder recognises there are areas of her practice that need improvement, she has not established a plan for her professional development. This leads to her lacking confidence in her knowledge and skills and not recognising when there are breaches in requirements.
- The childminder receives early years pupil premium funding. However, she does not know which children are entitled to this additional support. Consequently, the funding is not used to make targeted provision for the most disadvantaged children. This means that the benefit of the additional support is not measurable against children's progress. Overall, the childminder is unaware of funding arrangements, and this means some families miss out on opportunities for care and education that their children are entitled to.

- The childminder is not always confident about how she can expand on children's learning. As a result, children do not consistently receive high levels of challenge to enhance their learning and build on what they already know.
- The routine is consistent and familiar, with children recognising changes, such as when lunchtime is coming. The daily routine meets children's needs well. The childminder recognises when they start to become tired and is caring and sensitive to children's needs. Children develop strong relationships with the childminder. They seek her out for comfort and support, showing they feel content in her care.
- Children enjoy opportunities to be physically active. Children crawl through play tunnels, slide down apparatus and throw balls at a target. This not only helps children to develop their coordination and large muscles but also their understanding of waiting their turn and sharing resources.
- The childminder encourages children to work out things for themselves. For example, children recognise that feeding balls into a toy giraffe's mouth makes them come out of its feet. They follow the route the ball takes and work out it is easier to turn the giraffe upside down to retrieve the ball. When discovering that one ball is too large to fit in the giraffe's mouth, they visibly compare two balls and discard the larger one. This shows a complex ability to observe and process information and then solve the problem effectively.
- The childminder works successfully with parents. She finds out about children's home routines and exchanges information with parents to support her in meeting children's needs. Parents receive regular information about their children's progress.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
establish relationships with other early years providers that children attend to encourage an exchange of information that supports continuity in children's care and education	10/10/2025

undertake an effective programme of professional development and training that builds on knowledge and skills to ensure there is an ambitious curriculum for children and requirements are continually met.	10/10/2025
---	------------

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

- organise the provision suitably to ensure that children receive the care and education to which they are entitled and that funding is used effectively to meet the needs of children who are disadvantaged
- develop teaching so children experience high-quality opportunities to advance in their learning.

Setting details

Unique reference number	2733631
Local authority	Milton Keynes
Inspection number	10419999
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	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Newport Pagnell. She operates all year round, from 8.30am to 3pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on the children's learning.
- The inspector completed a joint observation with the childminder. Throughout the inspection, the inspector spoke with the childminder and the children at suitable times.
- The inspector reviewed required documentation regarding the suitability of the childminder and household members.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025