

Childminder report

Inspection date: 9 July 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 plans a curriculum that focuses on what young children need to learn most. She understands that the prime areas are vital in helping children to gain the skills that they need for good foundations in their learning. As a result, she focuses on supporting children's communication and language, personal, social and emotional development, and their physical skills. The childminder plans outings to complement children's learning. They enjoy going to the local library to borrow books that interest them. Children go to the local soft-play area where they test out how their bodies work through climbing, sliding and jumping. Children also go to groups to mix with others socially. The childminder plans her daily routine to include story sessions, songs and quieter times for talking. Children make good progress in their speech and language and are developing into confident talkers. As a result, they have a well-rounded set of experiences, and the childminder generally delivers her curriculum very well.

The childminder is calm in her approach and sets clear expectations for children. She reminds them about the consequences of their behaviour. For example, she tells them not to run in case they slip over, or not to climb on the sofa in case they fall. As a result, children understand the rules and behave well.

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

- The childminder cares for children who are similar in age. She recognises that children all go through the same stages of development together, such as being quite impulsive and finding it difficult to share. Consequently, she plans her curriculum to focus on helping children to learn about and regulate their emotions. She plans activities to encourage children to take turns and share the resources, and they are learning to play together sociably.
- Children enjoy playing very physically. The childminder recognises this and provides ample opportunities for children to play outdoors and at the local forest school. By knowing how children learn best, the childminder implements her curriculum well and encourages children's engagement and interest in learning.
- The childminder does not always expand the good curriculum to provide meaningful learning during all parts of the day. For example, before some mealtimes, children become tired of waiting and start to push the table towards each other and wander off. Before having a much needed daily nap, children become over excited and run around and bump into each other as the childminder tidies away. This is because there is less focus for them during these times.
- Children are enthusiastic about their play and show a positive attitude towards their learning. Overall, activities sustain their attention and they enjoy taking

part. Children form close relationships with the childminder and are confident and settled. They talk about themselves favourably, for example, explaining that they are 'the best' or 'the fastest'.

- The childminder provides activities to encourage children to work together cooperatively. Children gather around a large bowl to make play dough and each child takes a turn to add ingredients and stir. By working together, children learn to be patient and follow instructions. They jump up and down on the spot with excitement as the dough begins to form and are excited that they have successfully made the dough together.
- The childminder knows about children's home lives and backgrounds. However, there is less focus in the curriculum for children to develop a strong sense of their own identity, or to have experiences that promote their understanding of the rich and diverse local community and beyond.
- The childminder is proactive in advancing her professional development. She has attended training to broaden her knowledge and has joined a mentoring programme. She has reviewed her practice and adapts her curriculum and support for children. This has helped her to successfully shape her practice to meet the needs of all children.
- The childminder is knowledgeable about children's development and quickly recognises when children's progress does not meet the expectations for their age. She works effectively with parents and external professionals to help to develop plans of support for children. Any gaps in children's learning quickly begin to close as the childminder tailors her curriculum and support to focus on specific areas.
- Parents say that they are happy with the care that their children receive. The childminder exchanges lots of information with parents to enable them to find out what children are learning and to keep them up to date with children's care routines.

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:

- expand on the curriculum to provide continuous opportunities for children to develop their learning throughout the whole daily routine
- increase children's sense of their own identity and learn about the similarities and differences between themselves and others.

Setting details

Unique reference number	2753084
Local authority	Milton Keynes
Inspection number	10349401
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 registered with Ofsted in 2023 and lives in Wolverton, Milton Keynes. She operates her childminding provision from 8am to 5pm, Monday to Wednesday. On Thursday, the childminder works from 8am until 3.30pm. The childminder's provision is open all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Hayley Marshall-Gowen

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 setting.
- The inspector discussed the intent of the curriculum and observed its implementation during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector completed a joint observation with the childminder. Throughout the inspection, the inspector spoke with the childminder and children at suitable times.
- The views of parents were obtained through written feedback and discussions.

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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