

Childminder report

Inspection date:

19 September 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder has an extremely well-thought-out and planned curriculum that focuses on supporting children to become confident, curious and independent learners. She establishes an environment where children can explore resources and activities that stimulate their senses and imagination. Opportunities for children's mathematical learning are plentiful and securely embedded in activities. Therefore, children develop a sound grasp of number, colour, shape, size and weight through their play. During song time, they count backwards and forwards. When playing outdoors, children weigh ingredients to mix, and they observe the shape and size of leaves and water containers. Children sort wooden and metal rings, comparing them by size.

Children are courageous and self-assured as they climb on apparatus. They test out and perfect their physical skills as they use tools and equipment skilfully. In the garden, children climb inside the story tent where they look at books, confidently retelling familiar stories and encouraging dolls to sit on their lap and listen. This shows children's strong interest in books and their excellent understanding that text carries meaning.

The childminder encourages collaborative relationships with parents. This consistency supports children's good behaviour and cooperation with routines, such as washing and dressing. Children fully understand expectations and follow the childminder's directions. After playing, children know that they need to help tidy away toys to care for their learning environment.

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

- Children benefit from exciting outings outside of the home. For example, after reading a book about an elephant, the childminder took children to a local zoo where they watched elephants moving and eating. Bringing this learning back to the setting, the childminder provided children with sticks, logs and toy elephants to build an elephant enclosure. Children talk about how the sides of the enclosure must be high enough to prevent elephants escaping and the enclosure must be interesting, so they do not become bored. This shows fantastic learning in action as children expand on what they have seen, learned and understood.
- The childminder understands the importance of maintaining a good pace of learning. Although she encourages children to follow their own interests, and they become highly absorbed in their play, she knows that she needs to keep them motivated and stimulated through building on what they know and can do. Therefore, she has high ambition and implements her curriculum in a highly effective manner.
- Children form close relationships with the childminder. They encourage her to

join in with their play, and babies quickly settle and show their contentment. For example, they drift off to sleep soundly, smile warmly at adults and enjoy the childminder's comfort. Children are exceptionally emotionally secure. The childminder intuitively knows when children are tired, hungry or in need of a cuddle, and this helps them to feel confident in her care.

- The outdoor environment offers children a wealth of opportunities to explore their natural impulse to create and discover. All activities are inclusive for all children. Babies delight in splashing in water, and older children bring their dolls to bathe. Children sustain attention and use their imagination as they play together.
- Children explore the things that they have in common and the things that make them unique. Together, they look in mirrors and observe they all have two eyes and hair, but these vary in colour. The childminder discusses this, helping to foster children's awareness of their differences and similarities.
- The childminder learns a great deal about children's experiences prior to starting in her care. This enables her to begin to support children from the very start. Through highly productive relationships with parents, a superb awareness of children's development and rigorous assessment of their learning, the childminder delivers a high-quality and exciting curriculum. This supports children to make remarkable progress in their learning and development. Parents are highly complimentary about the 'exceptional' care that they say the childminder provides.
- Through well-considered professional development, the childminder increases her impressive knowledge and skills. This has evidential, direct benefit on children's experiences and their learning. For example, the childminder is undertaking an extensive training course to help her to promote children's communication and language development. The childminder encourages children to pause and think when talking, introduces them to a vast range of new words and engages them in conversation throughout the day. In turn, children become confident and energetic talkers who can express what they know and understand extremely well.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2757226
Local authority	Milton Keynes
Inspection number	10349535
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Oakgrove, Milton Keynes. The childminder loosely follows the Hygge approach. She operates term-time only, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 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 views of parents were obtained through written feedback.

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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