

Childminder report

Inspection date: 23 September 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 provides a balanced and interesting curriculum for children that supports their personal, social and emotional development well. Overall, she implements the curriculum well and this contributes towards children's good progress. They play independently and sustain their attention in the wealth of activities the childminder provides. Children develop into confident talkers, who initiate conversation about the things that interest them, such as animals. The childminder engages children in thoughtful discussion and they learn at their own pace. The childminder knows when to step back and let children's natural curiosity take over, such as when children play in sand. The childminder's gentle and positive encouragement promotes children's enthusiasm for learning. The childminder supports children to learn through the natural world and experience activities outside of the home. This helps them to get to know their local community. Children attend local play groups, where they experience playing socially with others of a similar age. The childminder recognises the importance of this as children start to get ready for starting school.

Children behave well and play together happily. The childminder understands that children need support to regulate their strong impulses and emotions. Her good knowledge of early childhood development means she understands how to successfully promote children's respect and understanding of others.

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

- Children benefit from access to a wide range of literature. The childminder takes them to the local library to expand on their experiences and choice of books. Children develop a love of familiar stories and characters. During activities, the childminder explains to children how to retrieve information from books, for example finding out about autumn and animal's life cycles.
- The childminder pays attention to ensuring that children have opportunities to develop their physical skills. They enjoy daily outdoor activities and visit parks, where they test out their strength when using play equipment. Children talk with excitement about the different parks they have enjoyed visiting. The same attention is given to encouraging children to develop their smaller muscles. Children practise writing and making marks, use knives to cut fruit at snack time and thread cereal onto pipe cleaners. All these activities help to strengthen children's hand muscles and improve their dexterity and control when using tools.
- Activities engage and interest children. However, sometimes, the childminder does not fully focus on the intention of learning during planned activities. Although children enjoy experiences, such as making bird feeders, the childminder does not consistently expand on their prior learning to help them to

advance on what they know already.

- The childminder has a deep awareness of the importance of supporting children's early brain development to encourage their emotional well-being and positive attachments with her. By attending training, the childminder updates her already good knowledge on how to ensure that her curriculum, environment and teaching focus on these essential aspect of children's early development.
- Sometimes, children eat snacks throughout the morning, forgetting the good rules of snack and mealtimes. The childminder does not swiftly remind children not to eat snacks as they move around and play. This does not encourage their good health and food safety. Furthermore, it reduces children's appetite for mealtimes, leading to them wanting to snack again between meals.
- The childminder is kind, calm and patient with children. She creates a warm and welcoming environment that parents describe as being like 'home-from-home'. Children show that they are content and settled. They are developing independence in managing their personal needs and the childminder praises their efforts. This helps to increase children's self-esteem.
- The childminder shows good awareness of safeguarding matters. She understands about indicators that children might be at risk of harm and discusses how she can share information with local safeguarding partners to help keep children safe in her care.
- The childminder maintains a strong commitment to continually improving her knowledge and skills. She undertakes regular training and considers how this can shape her childcare practice. The childminder explains how developing relationships with other local childminders motivates her to exchange advice and share good practice. In turn, this stimulates her to continually improve her provision.

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 children's learning, adding more opportunities for children to join up their previous experiences and knowledge as they play
- encourage a beginning and end of snack and mealtimes to support children to learn more about expectations around positive attitudes towards eating.

Setting details

Unique reference number	2757235
Local authority	Milton Keynes
Inspection number	10349615
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Broughton, Milton Keynes. She operates on a Monday, Wednesday and Thursday from 7.30am to 6.30pm, during term time only.

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 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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