

Childminder report

Inspection date: 12 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are settled, made to feel welcome and have a strong sense of belonging in the childminder's home. Children have close, secure bonds with the childminder. The childminder uses her knowledge of children's interests well to provide experiences that support their preferences in play. She promotes children's independence skills well. Children make choices as to what to play with and where to play.

The childminder skilfully supports all children to make good progress in their learning and development. She promotes children's concentration and focus by fostering a love of learning through play. Children listen to instructions and are aware of expectations and rules, such as sharing their play and taking turns with adults and other children. They learn to cooperate and negotiate. The childminder listens to children's ideas and introduces her own ideas to help children to appreciate other people's opinions.

Children learn about the importance of hygiene and managing their own needs through the daily routines installed by the childminder. They know to wash their hands before eating snacks and meals. The childminder talks to children about their bodily functions and reminds them of nappy changes and toileting. She provides good support for children to learn about privacy and intimate care.

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

- The childminder knows the children very well. She provides experiences that help children to gain further confidence, especially in new situations. She reassures children and encourages them to have a go. Children gain confidence through the childminder's positive interactions and engagement, gently persuading them to experiment and explore new experiences.
- Children show strong perseverance and determination to finish play to their own satisfaction. When play is not going their way, the childminder gently encourages children to try again, saying, 'Let's see if we can do this.' This helps children accomplish the next steps in their learning. Children continue to build very complex, balanced towers with cylinder bricks, placing them precisely to balance them. This results in a beaming smile when they balance the tower and it doesn't fall down.
- The childminder provides a balanced curriculum that supports children's next steps in their development effectively. She encourages children to lead their play, but also introduces new ideas through adult-led activities. She provides challenges to children's learning that are appropriate for their stages of development. For example, children explore the colour matching puzzles. The childminder extends children's thinking by asking them to match the colours and

find the space that the puzzle piece fits into.

- The childminder promotes children's speech, listening and understanding well. She uses commentary and open-ended questions to extend vocabulary, and children grow in confidence to express themselves. However, she does not always consider or make use of children's home languages to provide additional support for those who speak English as an additional language.
- The childminder shows considerable skills to promote many areas of learning through one single play experience. For example, children playing with building blocks learn about precise movements to build the towers and vocabulary such as 'balance' and 'topple'. Children explore their imaginations by introducing play figures into the buildings, where they start a game of hide and seek with the characters. The childminder introduces mathematical concepts and language such as 'bigger', 'lower' and 'under' into the game. She encourages children to have the confidence to share ideas with her and lead the play themselves.
- The childminder is enthusiastic to work with other professionals who support children with special educational needs and/or disabilities. She recognises the importance of promoting consistent support for children. However, she does not actively seek communication with schools that children also attend to share information and promote continuity of care and learning. In addition, when children access external support, such as speech and language therapy, the childminder does not source further information to ensure that she can fully complement and extend this work in her own practice.
- The childminder has positive relationships with parents, sharing daily information to support children's ongoing development. She provides information to parents to guide, advise and support their understanding of child development, health and care.

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:

- support children with English as an additional language more effectively to help give them the confidence to express themselves
- strengthen relationships with other professionals involved in the care and development of children to promote continuity for children's ongoing learning and progress.

Setting details

Unique reference number	EY221894
Local authority	Milton Keynes
Inspection number	10407588
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 January 2020

Information about this early years setting

The childminder registered in 2002 and lives in Conniburrow, near Milton Keynes. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded places for children from the ages of nine months to four years.

Information about this inspection

Inspector
Claire Parnell

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for the children that she cares for.
- The inspector spoke to the children to find out about their time at the setting.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- 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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