

# Childminder report

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Inspection date: 29 April 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy, settled and beginning to grow in confidence. Their well-being is supported effectively, and they have good levels of self-esteem. Children behave well, and the childminder supports young children to help manage their self-regulation of their emotions. For example, as children begin to get excitable, the childminder sees this as an opportunity to have some quiet time and reads a story with the children. The childminder is a good role model to children.

Good arrangements are in place to support children who are learning English as an additional language. For example, the childminder finds out about children's home language vocabulary, and this is seen in print in the childminder's learning environment. The childminder works closely with parents and other professionals, such as speech and language therapists. This additional support enables children to receive appropriate help at the right time.

Children enjoy accessing a range of sensory play to support them developing their fine motor skills. For example, young children enjoy scooping and pouring coloured rice with scoops, their hands and funnels. The childminder hides toy dinosaurs in the rice for the younger children to discover. She uses this to further develop toddlers' communications skills. Older children have fun as they learn. The childminder teaches children good early mathematical skills. For example, she reinforces children's number skills as they learn to recognise numbers and order them, having discovered these as children handle the rice. Older children enjoy threading pasta tubes onto spaghetti and conclude they could be chopsticks. There is a good range of stimulating toys and resources inside and outside.

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

- Children benefit from an ambitious curriculum that meets all children's individual needs precisely. The experienced childminder accurately assesses children's learning. She is expert in checking what children know and can already do, before introducing new ideas to extend their learning. Children make particularly good progress in their communication and are very independent. They acquire a wide range of skills in readiness for their move to the next stage in their education.
- The childminder's support for children's developing language skills is a key strength of the provision. She provides ample opportunities for children to build confidence in communicating their needs. For example, the childminder sensitively helps children with the pronunciation of words they find difficult. She ensures that children have ample opportunities to engage and story times to build their confidence further. She expertly chooses stories through children's interests for those who may struggle to concentrate for longer periods of time.

- The childminder evaluates her service and reflects on things that she is doing well and could do better. She completes mandatory training as required. However, at times, her professional development could be extended further by exploring wider training opportunities to inform her practice and raise the quality of teaching even higher.
- Children's behaviour is good. The childminder gives consistent messages to them to help them to understand rules and boundaries. She is a positive role model, and her expectations for every child are high. As a result, children learn to manage their emotions and regulate their behaviour.
- Parents speak highly of the childminder, and the childminder sends parents information to help them support their children's learning at home. However, at present, children and parents are not provided with sufficient information about how children can be at risk when using the internet, digital technology and social media at home.
- The childminder understands that outdoor learning, fresh air and exercise are important for children's health. She plans opportunities for children to be outdoors during the day and talks to them about what they see when out on walks in the local community. For example, children take trips to local parks and the stream. In addition, children have access to the childminder's secure garden. They enjoy navigating on the balance bike and scooping and digging in the sand.
- Children benefit from good opportunities to build on their independence. For instance, babies learn how to feed themselves finger foods and hold their water cup to drink from confidently. Older children put on and fasten shoes as they get ready to go outdoors and competently cut their apple at snack time. The childminder encourages and praises children as they take great pride in their growing independence.

## 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:**

- develop skills and knowledge to further improve the quality of teaching and support for children's learning
- improve opportunities for children to learn how they can be at risk when using the internet, digital technology and social media at home.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY277611                                                                          |
| <b>Local authority</b>                             | Milton Keynes                                                                     |
| <b>Inspection number</b>                           | 10335601                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 21 June 2018                                                                      |

## Information about this early years setting

The childminder registered in 2004. She lives in Milton Keynes. The childminder operates all year round, from 8am to 3pm, Monday to Friday. She holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Perkin

### 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 childminder.
- The inspector completed a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took account of these views.
- The inspector talked to the childminder and children at appropriate times during the inspection and took account of their views.
- The childminder carried out a joint observation with the inspector.

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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