

Childminder report

Inspection date: 15 January 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	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder develops excellent relationships with parents and children. She gets to know families well from her first communications with them. This helps children to adjust superbly when they begin attending. For example, the childminder learns about children's sleep routines, including comfort methods used at home. She uses her excellent knowledge of helping children to self-soothe, alongside the secure attachments she develops with them, to help them to begin to adapt to new sleep routines. This helps children to feel safe and secure.

Children demonstrate superb attitudes to being in the childminder's care. They are exceptionally confident for their age, selecting resources that they wish to play with and learning to play with them cooperatively with others. For instance, younger children pick up jigsaw pieces and copy the childminder rotating them as they learn to fit them into simple puzzles.

Children benefit from the childminder's high expectations and exceptional understanding of how to develop their communication and language. For instance, the childminder constantly engages with young children, repeating known words and introducing new words to them. Children are captivated as the childminder reads simple books to them. They then go on to use an increasing range of simple words to express themselves, which is impressive for their age.

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

- The childminder has an excellent vision for what she wants children to learn. She uses starting points provided by parents, alongside her own reflections, to help her determine children's next steps. She plans precise opportunities for learning, recognising children's age and stage of development. The childminder has noticed that children's imaginations are lacking since the COVID-19 pandemic, and she is therefore increasing opportunities for them to engage in play where they make decisions, create and explore in an open-ended manner, such as with everyday small items.
- The childminder goes over and above to help provide children with experiences that they otherwise may not have. For example, children who do not have access to an outdoor space at home are regularly outside. They visit places in the community and also learn to look after fruit and vegetables in the childminder's allotment. They learn about what crops need to grow, and they celebrate when they grow new or unusual crops, such as asparagus and rhubarb to use in their baking. In addition, this gives children essential knowledge about where their food comes from.
- Children are supported exceptionally well. The childminder reflects on children's behaviour superbly and puts plans in place to help support them with situations

that they find tricky. For instance, the childminder recognises when children struggle with transition times. She puts in place highly effective strategies to support them, such as visual 'now and next' boards. This has helped considerably to reduce anxiety when children move from one activity to another.

- The childminder is quick to notice children's talents and interests. For example, she knows that some children excel at dancing, music and movement activities. She goes on to promote these talents, such as by providing opportunities to dance to music of different types each day. She also develops children's movement through yoga activities. Parents comment that their children move and dance at home to show what they have learned.
- Children benefit from the childminder's extremely inclusive environment. The childminder is quick to find out about children's home lives, and she uses what she finds out to help celebrate their uniqueness. For example, all children learn about St Nicholas, who visits some children's homes before Christmas. The childminder also ensures her environment is full of a rich range of books and resources which represent the diverse world in which children live.
- The childminder has a superb attitude to self-evaluation. For example, she records notes on the success of activities on a daily basis, and on how she can adapt them next time to extend children's learning further. She similarly notes children's favourite books and considers how she can weave these into learning next time.
- Children benefit from the childminder's outstanding attitude to professional development. The childminder completes a vast amount of training, which enhances her practice. For example, she completes training which impacts the delivery of her curriculum, such as to support language development. She also liaises with other settings children attend to seek and share information about speech and language interventions. This has had a particularly positive impact on children following the COVID-19 pandemic.
- The childminder very occasionally works with an assistant. She ensures that she shares information with them about individual children, so that if they are required to work with them they are fully aware of how to meet their needs.

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	EY289516
Local authority	Milton Keynes
Inspection number	10308159
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 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 March 2018

Information about this early years setting

The childminder registered in 2004. The childminder's provision is open all year round, from 7.45am to 5pm, Monday to Wednesday, except for family holidays. The childminder also provides some holiday care. The childminder holds an appropriate qualification and works very occasionally with an assistant. She accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

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 talked to the childminder about how she organises the curriculum.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact on children's learning.
- The inspector took account of the written views of parents.
- The inspector observed and evaluated an activity with the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024