

Childminder report

Inspection date:

28 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are constantly engaged in exciting and stimulating play experiences. They eagerly find additional resources to extend their play. The childminder gives them suggestions to spark interest and ideas. She helps children to think critically and use their current knowledge to test new ideas. They want to know more and constantly ask questions. For example, children make phones out of blocks and take it in turns to hold phone conversations. The childminder makes a ringing sound and children pick up their phone and answer, 'Hello, who is it?'

The childminder uses positive conversations and reassurance to help children to manage and understand their emotions and feelings. Children take their time to make sense of their frustrations and talk through how they are feeling and why they feel that way. They have a close and secure bond with the childminder, who helps them to feel safe to express their emotions.

Children communicate clearly and confidently throughout their play. The childminder uses effective questions that help children to think and use spoken words to express their understanding and knowledge. She introduces new vocabulary to extend children's speech. Children confidently use new words in their play to display their understanding of new ideas. For example, children talk about textures and use 'shiny', 'rough', 'fuzzy' and 'smooth' to describe what they are feeling.

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

- The childminder skilfully uses mathematical concepts and language during children's play. Children learn that numbers, shapes, size, pattern and sequences are part of their daily lives. For example, when building with bricks, children recognise the number of bricks they have and compare how many yellow and orange bricks there are. They describe their constructions by using words such as 'tall', 'big' and 'huge'.
- The childminder uses her knowledge of children's interests effectively to challenge and extend their learning. She carefully plans for their next steps and successfully engages children in challenging play. For example, children become engrossed with discussions and construction of dinosaurs. The childminder promotes their creativity and imagination by asking what their dinosaur looks like. She incorporates discussions about sizes and colours. She helps them to recall trips to see dinosaur figures. She encourages them to develop precise movements when putting the pieces together.
- Children learn to manage their own personal needs quickly and confidently. The childminder uses routine and discussions to help children to take their shoes off and store them away. Children excitedly use soap dispensers, telling the

childminder how much soap they have used and proudly show her how they have dried their hands. Children have a strong sense of belonging. They proudly show others their bags and where they have hung them up. The childminder and the parents work in partnership to promote children's skills in readiness for school. However, the childminder does not fully prepare children emotionally for the move to the next place for their learning.

- Children behave well and show respect towards others. The childminder is a good role model, constantly using positive manners. She has high expectations of children to learn positive social skills and manners. For example, children automatically say 'please' and 'thank you' when asking for extra resources.
- The childminder uses effective support networks to keep her professional practice up to date. She shares ideas with other childminders and is eager to make ongoing improvements to her practice. For example, she plans for children to mix with larger groups of children to help promote their social interactions with others. The childminder uses her knowledge to help children to develop some early writing skills. However, she does not fully support their understanding of how marks and writing carry a meaning.
- Parents make very positive comments about the care children receive from the childminder. They feel reassured and confident as to how she supports their children's learning and development. They receive regular updates about children's progress, what they need to learn next and how to support this at home. The childminder promotes consistent practices with parents to support children's self-care skills, such as toilet training and eating by themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding and knowledge of how to keep children safe from harm. She regularly completes training and gains further information of the procedures to follow if she has a concern about a child in her care. She has a good knowledge of the signs and symptoms of abuse. The childminder monitors and tracks for any patterns of concerns effectively. She is fully aware of who to contact and report concerns to. The childminder helps children to understand how to keep themselves safe. For example, children learn to respect dogs' space when they play in local parks.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- extend opportunities for children to strengthen their early writing skills
- help children to emotionally prepare for the move to the next place in their learning.

Setting details

Unique reference number	EY302295
Local authority	Milton Keynes
Inspection number	10305056
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	2 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 February 2018

Information about this early years setting

The childminder registered in 2005 and lives in the Downs Barn area of Milton Keynes in Buckinghamshire. She operates all year round, from 8.45am to 5.45pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Parnell

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 childminder showed the inspector the premises and discussed with the inspector how she ensures that the premises are safe and suitable.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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