

Childminder report

Inspection date: 1 July 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

The childminder has clear plans for what she wants children to learn. She understands about how young children develop and communicates the intent for her curriculum effectively to her assistant. Together, they deliver care and education that encourages all children to thrive. The childminder adapts her curriculum to meet children's individual needs relevant to their age and stage of development. This helps to successfully prepare children for moving on in their education. Through her good support, children gain the essential skills they need, such as developing independence skills in toileting and becoming sociable and able to get along with others. They show excitement and interest in their learning and sustain their attention as they play.

The childminder successfully models speech and language. She repeats words, sings songs and rhymes with children and challenges any misconceptions. This promotes children's communication and language development well. Children are developing into confident talkers who can express themselves effectively. Children always behave consistently well. They share, take turns and show care towards each other.

The childminder recognises when children's progress does not meet expectations and takes decisive action to seek additional support. This has a beneficial long-term impact on children's development.

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

- The childminder provides an exceptionally warm, welcoming and inclusive environment. All children, including those who are new to the setting or who only attend temporarily, show high levels of confidence and self-esteem. Children form extremely close relationships with the childminder and her assistant and seek them out for comfort and reassurance. Both take absolute delight in children's achievements and shower them with praise and encouragement.
- The childminder supports children's mathematical learning effectively. When children play with a number puzzle and recognise the number six could also be the number nine if turned upside down, the childminder helps them to work out what the number is. She reads the numbers out in order so children can identify what number is missing. This is one of the many ways that the childminder encourages children to use problem-solving skills to extend on their understanding.
- The childminder shows children courtesy and respect. Her kind and caring approach helps children to learn about being considerate towards each other. Older children encourage younger children to join in with their play, such as by passing them toys to play with.

- The childminder provides excellent opportunities for children to test out their skills and to be physically active. In the garden, children excitedly climb through tunnels, throw balls into basketball hoops and squeal with delight as they play with water. Along with providing balanced meals and encouraging children to drink plenty of water, this contributes towards children learning about leading healthy lifestyles.
- The childminder knows children and their families well. However, she does not always find out important information about children's home lives, such as what languages they speak and their festivals and celebrations. Consequently, although she provides nurturing and inclusive care, she does not support children to extend on their understanding about their own identities and learn about that of others.
- The childminder shares regular information with parents and carers, so they understand what children are learning and how they can support them. However, she does not consistently establish relationships with other settings that children attend to work collaboratively in supporting children's learning and development.
- The childminder is highly motivated and committed to providing a home-from-home environment for children. It is evident that she has a genuine love for her work and strives to provide the care and affection that is essential to young children's emotional and physical well-being. The childminder's close working with her assistant is a real strength. Together, they are an effective team who complement each other's strengths. The childminder undertakes regular training and ensures that any assistants also have a comprehensive professional development plan. This helps to ensure that their knowledge and skills remain current.

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:

- extend on the information gathered about children's home lives and experiences to develop teaching that encourages children's greater sense of identity and individuality
- strengthen relationships with other settings that children attend to consistently exchange information that supports children's learning experiences.

Setting details

Unique reference number	EY330537
Local authority	Milton Keynes
Inspection number	10394777
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 5
Total number of places	12
Number of children on roll	9
Date of previous inspection	25 September 2019

Information about this early years setting

The childminder registered in 2006 and lives in Shenley Church End, in Milton Keynes. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with her husband, who is her registered assistant.

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 discussed an activity with the childminder. Throughout the inspection, the inspector spoke with the childminder, her assistant and children at suitable times.
- The views of parents were obtained through written feedback and discussions.
- The inspector reviewed required documentation, such as first-aid training certificates and evidence of the suitability of the childminder and household members.

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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