

Childminder report

Inspection date:

25 September 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Very young children show that they feel settled, safe and secure in the childminder's home. The childminder and her assistant lavish love and attention on each child and clearly enjoy interacting and playing with children. For example, when a baby crawls out of the playroom, the assistant crawls after them and they giggle together during the game of chase.

The childminder knows the children extremely well and has high expectations for them. She intuitively knows where they are in their learning and how to help them make good progress. Babies show their trust in the childminder as they accept items offered and then give them back to her. They smile and make eye contact with the inspector and gradually involve her in their play. They are keen to share toys and explore their surroundings. Their behaviour is good.

Children enjoy positive involvement from the childminder during play and activities. Babies are helped to become familiar with the daily routines. They know that when the childminder gives them a spoon it is mealtime. They know that it is sleep time when she gives them their comforter and speaks in soft, soothing tones. Consequently, babies enjoy their food and settle to sleep without distress.

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

- Since the last inspection, the childminder has made positive changes to ensure children are kept safe in her setting. She has improved her understanding of specific safeguarding procedures and ensures that her assistant has done the same. Daily risk assessment checks and close supervision help to minimise any hazards. For example, the childminder chooses not to make hot drinks while minded children are present. This helps to keep children safe.
- Children form very warm, strong attachments to the childminder and her assistant. They ensure that children get daily fresh air, healthy food and the sleep and rest they need. Children's care needs are managed well. The childminder helps them to learn about healthy lifestyles. They have regular opportunities to be physically active. They play in the garden and visit parks and soft-play centres.
- The childminder conducts research, talks with other childminders and accesses training. She supervises her assistant closely. However, they both acknowledge that further professional development is a good way to stay up to date with changes and developments in the childcare field. They want to be the best that they can be, so that they are able to offer the best possible level of service to families and children.
- The childminder and her assistant understand the importance of children developing a wide vocabulary and becoming confident communicators. They

know that early support for this prepares young children well for their future learning. When caring for babies they ensure that they use clear and relevant language. For example, babies enjoy the sensory experience of sitting in the ball pond. The childminder models 'please' and 'thank you' as she exchanges balls with them and babies respond with a smile, saying 'ta' for 'thank you'. Children enjoy watching a short musical cartoon of 'Baby shark' and giggle with delight as the assistant begins to sing the familiar song.

- Partnership working is strong. The childminder works closely with parents to find out information about their care needs and learning interests before children start attending and ongoing. She shares relevant information with parents, professionals and other providers about children's care and learning. This helps to foster good continuity for children between the setting, home and other settings.
- The childminder is very inclusive. Through her daily interactions she helps children gain a positive view of the similarities and differences between themselves and others. She provides extra support to children who are not currently reaching the expected milestones and works well with their parents to narrow any gaps in their development.
- Parents make extremely positive comments about the childminder and her assistant. They praise the childminder's actions when their child is taken ill. They compliment the way they speak with the older children, instilling good manners and creating a friendly atmosphere without sounding harsh or cross.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant keep children safe and promote their welfare. The assistant has recently completed a course and they both understand the importance of keeping their safeguarding training updated. Contact numbers for relevant agencies are now displayed on the kitchen wall for ease of access. Current information from recent training is saved on a pen drive and kept in the kitchen for ready reference. Both the childminder and her assistant remain familiar with possible signs and symptoms of abuse. They know how to record and report child protection concerns and how to manage any allegations that may be made against them.

What does the setting need to do to improve?

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

- extend various methods of professional development to stay up to date with changes and developments in the childcare field.

Setting details

Unique reference number	EY330537
Local authority	Milton Keynes
Inspection number	10103099
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 7
Total number of places	12
Number of children on roll	5
Date of previous inspection	4 April 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 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder always works with an assistant.

Information about this inspection

Inspector

Susan Marriott

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder completed a joint observation with the inspector and they discussed the learning taking place.
- The inspector checked the required documentation and sampled other documents.
- The inspector talked to the childminder and her assistant at suitable times throughout the inspection.
- Parents provided written testimonials which the inspector took account of.

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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E: enquiries@ofsted.gov.uk
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