

Childminder report

Inspection date: 27 February 2025

Overall effectiveness	Good
------------------------------	-------------

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 show delight to be in the childminder's home. They approach their play and learning with excitement and enthusiasm. The childminder's smiles and cheerful demeanour support well children's sense of belonging and feeling welcome. She ensures her home is safe and secure and supervises children well at all times. This adds to children's sense of safety. Children are often lively and show they are still learning about acceptable behaviour. The childminder offers consistent and clear guidance as children learn to follow the simple rules that are in place to keep them safe.

The childminder wants children to be well prepared for the move to school, when the time comes. The childminder understands the value to children of becoming increasingly independent in meeting their own needs. She plans well how she will teach children a range of skills that will help them do things for themselves. Children show they are learning very well in this aspect of their development. They confidently manage their own personal care needs. They can put on their shoes and coats. They enjoy learning to make sandwiches for their lunch. They know how to clear away their plates and cutlery at the end of mealtimes. Children who speak English as an additional language are helped well to learn the words they need to express their needs and join in with learning.

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

- The childminder interacts with children in ways that support their language development effectively. She speaks clearly and gives children new vocabulary to add to words they already know. She listens to what children say and teaches children to take part in back-and-forth conversations. Children develop the confidence to talk to each other and to adults.
- The childminder is clear about what she wants children to learn by the time they leave her care to start school. In some areas of learning, such as personal development, she clearly identifies how she will teach these skills step-by-step. For example, she is clear about all the different skills children need to learn to put on their own shoes and manage their own toileting. However, she is less clear about how she sequences learning in some other aspects of the curriculum. This means teaching is not consistently focused on what children most need to learn next.
- Children's care needs are met well. Babies receive cuddles and reassurance when they are feeling a little unsure. The childminder plans the day so children get the rest, exercise and nourishment they need to promote their good health and begin to understand the benefits of following a healthy lifestyle.
- When taking part in adult-led learning experiences children learn well. The childminder teaches new skills and embeds existing knowledge effectively. For

example, children learn to complete puzzles, to solve problems and to mark-make with increasing control and purpose. Children focus well at these times and enjoy what they are doing.

- When planning what resources to make available to children to explore independently the childminder focuses on children's interests. She provides a wide range of toys she thinks children will enjoy using. However, she does not fully consider what she wants children to learn at these times. Some children, especially younger children, find the abundance of resources somewhat overwhelming. This impacts on children's ability to sustain focus and learn fully effectively at these times.
- The childminder makes all children feel valued and welcome. She ensures that their own family set-ups are reflected in conversations and activities. This helps ensure children develop a positive view of themselves, and of the similarities and differences between themselves and others.
- Parents speak warmly of the childminder. They consider their children to be safe, happy and making progress. The childminder shares with parents her assessments of children's learning. She signposts parents to other professionals when children may need extra support to reach their full potential. She also helps parents effectively to support their children through developmental milestones, such as toilet training.

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:

- sharpen the use of professional development to develop a deeper understanding of how to plan and deliver a well-sequenced curriculum
- focus more precisely on children's current learning needs when planning the learning environment available to children during periods of self-chosen play and learning.

Setting details

Unique reference number	EY345732
Local authority	Milton Keynes
Inspection number	10375921
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 10
Total number of places	3
Number of children on roll	7
Date of previous inspection	9 May 2019

Information about this early years setting

The childminder registered in 2007. She lives in Bradwell Common, Milton Keynes. The childminder offers care from 7.30am to 6pm, Monday to Friday, all year round. She occasionally works with an assistant. The childminder offers funded early education for children aged nine months and above.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- 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.

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 2025