

Childminder report

Inspection date:

16 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure as they happily play and explore in the childminder's homely environment. The childminder has clear and supportive settling-in arrangements to help her establish close relationships with children before they are left in her care. Through discussions with parents, the childminder knows what the children already know and can do.

The childminder has high expectations for every child. She organises play areas to include a good range of resources to support children's learning. The childminder plans an individual educational programme for each child based on her observations and children's next steps for learning. She plans worthwhile activities. For example, children develop good small-muscle skills as they use a range of tools during a dough activity. However, occasionally, the childminder does not make the best of opportunities to help children develop understanding of their uniqueness.

Children behave well. The childminder teaches good manners, which children begin to use without reminders. They play happily alongside their friends and learn to take turns and share. The childminder helps children to learn about the importance of staying safe, for example, tidying away resources so that they do not become a tripping hazard. Children have opportunities to develop good physical skills. However, sometimes, the childminder does not fully plan for children's outdoor play experiences.

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

- The enthusiastic childminder constantly reflects on her practice and she is keen to develop her knowledge and skills. She values the views of parents and works closely with other childminding colleagues. This helps her identify training courses and to build on her existing good knowledge and skills. The childminder puts what she learns into practice. She has implemented new ideas, such as sequencing Russian dolls, to widen children's turn-taking experiences.
- Children respond positively to praise. The childminder asks parents to provide younger children's comforters to support their emotional well-being. Children respond positively to praise and encouragement, which helps to boost their confidence and self-esteem. They develop good independence and they are given clear messages about healthy diet and hygiene routines.
- Children are motivated to play and learn. They make good progress from their starting points and quickly gain the skills they need for the next stage in their learning and for school. The childminder encourages children to explore early mathematics, such as counting, naming shapes and colours, and talking about size and quantities. Children enjoy exploring through using their senses. For example, they giggle at the feel of feathers and brushes on their skin.

- Children make good progress in communication, language and early literacy skills. For example, they enjoy books and explore letters and sounds. They hold conversations, listen attentively and follow instructions. The childminder speaks clearly to the children and she asks questions that require a response. The childminder makes good use of visual aids to support younger children's language skills and she introduces new words to their vocabulary, such as 'reflection'.
- Children have some good opportunities to learn about people who help us, such as the police, doctors and nurses. However, the childminder does not make the most of opportunities to help younger children to talk about themselves and their families, to further understand what makes them unique.
- The childminder plans and sets out the children's learning environment with resources and activities based on their interests, which entice them to explore. Therefore, they are keen to learn and experiment through play. Children enjoy outings to the woods, parks and farms to broaden their experiences. The childminder does not fully plan challenging outdoor learning opportunities for those who learn best outdoors. This means that she does not consistently challenge children's own thoughts and ideas.
- Effective partnerships with parents are established. The childminder develops trusting relationships and shares daily information about children's routines, activities and achievements. The childminder shares ideas for home learning. For example, children enjoy taking books home to read with their parents, to help build on their good early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the correct action to take if she has any concerns about children's welfare. She completes child protection training to continually raise her awareness of safeguarding issues. This includes the indicators that a child may be at risk of being exposed to extreme ideas about right and wrong. The childminder researches safeguarding issues, such as 'breast ironing', to build on her good knowledge. She monitors and supervises visitors to further safeguard children. The childminder completes risk assessments of her home and for outings, to identify and minimise possible hazards.

What does the setting need to do to improve?

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

- enhance opportunities for younger children to talk about themselves and their families, to further their understanding of what makes them unique
- provide further learning opportunities outdoors to meet the needs of children who prefer to learn outdoors.

Setting details

Unique reference number	EY358625
Local authority	Milton Keynes
Inspection number	10100587
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 March 2019

Information about this early years setting

The childminder registered in 2007 and she lives in Bletchley, Milton Keynes. The childminder offers care Monday to Friday, from 7am until 6.30pm, all year round. She has a recognised childcare qualification at level 3.

Information about this inspection

Inspector
Kim Mundy

Inspection activities

- The childminder and inspector completed a learning walk, to identify how the childminder plans and implements her educational provision.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed and evaluated an activity with the childminder.
- The childminder and inspector discussed the children's progress and sampled documentation.
- The inspector took account of the written views of parents.

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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