

Childminder report

Inspection date: 20 September 2024

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

Children are happy and content and feel secure in the childminder's care. They confidently explore their play space and independently extend and expand their play. The childminder introduces new resources and ideas to enhance their learning and critical thinking. For example, children make bubbles in the water play outside. They use the additional brushes to make marks and transport the bubbles to the wall. The childminder uses her knowledge and skills to incorporate mathematical concepts into their play by asking them how high they can make the marks on the wall.

Children thoroughly enjoy incorporating explorative and experimental skills into their play. The childminder encourages children to lead the play and uses her knowledge of their preferred play to extend, stretch and challenge their thinking and problem-solving. Children are eager to learn more and are enthusiastic to experiment with their play further to gain new skills. They show great intrigue and curiosity, constantly asking questions about their play. For example, children attempt to find a way to scooter back up the path after they have rolled down it, commenting that it is much harder.

Children use their imaginations to explore their ideas through role play and fantasy play. They use their knowledge of roles in society, such as police officers, to show their understanding of what they do. They confidently explain what happened to dinosaurs and the environments they lived in. The childminder encourages children to explain where dinosaurs lived and how they died.

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

- The childminder knows the children well and provides exciting, varied and stimulating experiences for each child's level of development. Children's physical skills are highly promoted. The childminder changes and adapts the environments well to meet children's abilities and needs. For example, older children use a variety of movement to explore all areas of the garden, including using bikes and scooters and exploring the sand and the water. Younger children use the steps and water trays to pull themselves up, to strengthen their core muscles and to experience different senses as the water splashes on their faces.
- Children learn to manage their own needs through daily routines. They get themselves changed after outdoor water play, take themselves to the toilet, wash their hands after messy play and before snack time and prepare their own snacks. The childminder supports this well through effective instructions and explanations.
- The childminder is enthusiastic to complete ongoing training and develop her skills. She uses forums, networks of local childminders and podcasts to develop

her practice and enhance children's experiences, learning and play. For example, the childminder uses the local library to support children's love of books.

- Children experience a good balance of indoor and outdoor play. They develop a clear understanding of their local community, using nearby amenities to support their learning. For example, they visit the library, walk to and from local lakes and attend local groups to help develop their social skills and build friendships.
- Parents make very positive comments about the care and development their children receive in the childminder's home. They feel part of their child's day through the communication with the childminder. The childminder encourages children to tell their parents about their day and to share their experiences with them. This helps parents to feel reassured that their children are well cared for.
- Children constantly talk throughout their play. Older children use complex vocabulary introduced by the childminder. Children love listening to and taking part in stories. The childminder has a clear understanding of the importance of books and how this supports many areas of development. Children gain information from books, extend their vocabulary, develop focus and attention and learn to share story experiences with others. However, the childminder does not always simplify sounds and language enough to fully support younger children's initial interest in babbling throughout their play.
- The childminder helps children to learn about kindness and social rules in their play. They learn to cooperate and negotiate with their friends. The childminder interacts well with children and acts as a positive role model to help them understand how to play with their friends. The childminder uses strategies, such as a 'happiness bucket', to help children recognise positive behaviour. However, the childminder does not fully help children understand the impact of their actions on other children's play and feelings.

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:

- adapt the language skills used to enhance younger children's emerging speech
- fully explain to children why rules are important.

Setting details

Unique reference number	EY383881
Local authority	Milton Keynes
Inspection number	10351316
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 October 2018

Information about this early years setting

The childminder registered in 2008. She lives in Milton Keynes. She offers care Monday to Friday, from 8am until 5pm, all year round. The childminder accepts funding for children aged two, three and four years. She holds an appropriate childcare qualification equivalent to level 3.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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