

Childminder report

Inspection date: 5 December 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 separate easily from their parents and excitedly greet their friends as they arrive for their day at the childminders. They chatter happily as they choose what to do together. The childminder gathers information about the children from parents and uses this to inform planning. Activities are planned to inspire children to lead their own learning. The childminder then supports and extends this. For example, when children show an interest in writing, the childminder provides pens and paper for the children.

Children are happy and show that they feel safe and secure. The childminder has high expectations for children's development. She has a focus on supporting children to share and take turns. This is expertly woven into everyday activities and the children do this well. For example, children wait for their turn to play with equipment, when they have finished, they call their friends for their turn.

The childminder provides regular opportunities for the children to be outdoors. They enjoy trips to local parks where they explore nature and use a variety of equipment as they run and climb. The childminder encourages children to extend their physical skills. For example, children take turns to jump on mats. The childminder asks the children if they can hop, and the children persevere as they try this new skill. Children happily dance to songs they choose, they laugh as they jump around to the music.

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

- Recent training has helped to inform the childminders curriculum. She is passionate about delivering a broad range of activities to help children learn and develop. Regular observations and assessments identify children's individual stage of development. If gaps are identified, the childminder supports parents to get help in the quickest time possible.
- Overall, children's communication and language is supported well. The childminder talks to the children while they play. She introduces new words to extend children's vocabulary. However, at times, the childminder does not consider how background noise can impact children's communication and listening skills. This means, at these times, children do not always get the most from conversations.
- The childminder incorporates mathematics into children's everyday activities. As children play, she extends their learning. For example, as children play with sticks they form different shapes, the childminder then talks to the children about the shapes they have made. The childminder helps them to make stars and then Christmas trees. This helps children to start to understand mathematical concepts.

- Although the childminder plans activities to support children's learning and development, at times, these activities do not meet the needs of the youngest children. Older children engage well and proudly show what they are doing. However, younger children do not always have the resources available to fully benefit from some of the activities. This means, at these times, the youngest children's learning is not extended to the fullest.
- The childminder helps children to understand about the world around them. She plans activities to support children's understanding of other cultures and they learn about different festivals. Regular walks in the local area and to playgroups, supports children's understanding of their local community.
- Children are beginning to understand that words have meaning. Regular trips to the local library, mean that children enjoy a range of books and enjoy taking part in rhyming and singing sessions. They enjoy mark making activities and talk about the letters they are writing.
- The childminder supports children's independence and encourages them to complete tasks for themselves. Children help each other to wash their hands and understand when and why they need to do this. They are supported to put coats and shoes on themselves. This helps to build on their practical self-care skills.
- The childminder promotes positive behaviour by modelling kindness and helping children to manage their emotions. She provides support if conflicts arise and reinforces positive behaviour by encouraging turn-taking. As a result, children develop good behaviour, positive attitudes to learning, and the skills to resolve conflicts.

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:

- reduce background noise to minimise distractions and support children's communication and listening skills further
- develop the use of activities to include the youngest children as effectively as possible to ensure that they benefit from all the learning opportunities.

Setting details

Unique reference number	EY386324
Local authority	Milton Keynes
Inspection number	10363899
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	0 to 10
Total number of places	12
Number of children on roll	11
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 2009. She regularly works with an assistant. The childminder offers care Monday to Friday 8am to 6pm, for most of the year. The childminder accepts funding for the provision of free early education for children aged two, three and four years. She holds an appropriate childcare qualification at level four.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.

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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