

Childminder report

Inspection date: 30 April 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

The childminder is kind, caring and considerate of children's needs. She is developing her curriculum to provide children with a wide range of experiences that excite and engage them. The childminder observes children's development and monitors the good progress that they make. She shares this information effectively with parents to enable them to have active involvement in children's learning.

Children are confident, self-assured and keen to invite adults to join in with their play. The childminder makes learning fun. Together, the childminder and children dance, sing and go on exciting adventures in local parks. These activities contribute towards children being active and developing their physical skills and good health.

Children are confident talkers. The childminder introduces them to new words and expands on their sentences during conversations. She confirms children's understanding through giving them tasks and directions. This is one of the many ways that she confirms that children are successfully acquiring new knowledge, such as correctly identifying and naming different colours. Children take part in activities that interest them. For example, during the inspection, children talked about a recent trip on a canal barge when showing the inspector photos of trips they have enjoyed.

Children's behaviour is excellent. The childminder is a good role model and children copy her caring interactions. Older children support younger children through sharing and explaining the rules of games when playing. They show patience and understanding of each other. This helps to create a pleasant and nurturing environment where children can flourish.

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

- The childminder boosts children's mathematical skills by introducing them to counting and numbers during everyday activities. Children learn about patterns and sequences when they copy patterns onto peg boards. They show an interest in different shapes, some of which they successfully name.
- The childminder has clear ideas for what children need to learn and identifies their next steps in learning. She is beginning to fine-tune the intent of the curriculum to enable her to focus even more closely on supporting children's good development.
- Children show great interest in books and stories. They excitedly ask adults to read to them and talk about their favourite characters and storylines. Younger children flick through pages, studying the pictures intently. This demonstrates children's developing interest in reading.
- When playing group games, the childminder helps children to understand the

rules and take turns. Children sustain their attention and are very keen to win. They show visible excitement as they know they are close to winning and are gracious and considerate towards each other as they play. This is evidence of how well children are developing their social skills and ability to get along with others.

- Children develop close attachments with the childminder. They show their obvious fondness of her, such as when they cuddle up to her when they feel tired and smile warmly when she praises them. This helps to boost children's self-esteem. Children follow familiar routines and have plenty of time for rest and sleep after activities and mealtimes.
- The childminder works collaboratively alongside families to support children during times of change, such as when there is an arrival of a new baby in their family or when they are preparing to start school. This is hugely beneficial for children and helps them to feel confident and secure.
- The childminder always promotes children's safety well. She knows about the work of her local safeguarding partnership and how to report any concerns about children's welfare. However, she is less secure on local safeguarding issues to further promote children's understanding of safety when on outings.
- Technology is freely available for children to enhance their learning. Children demonstrate highly positive attitudes about using this technology to advance their play. They are confident to programme simple devices. For example, children play games that teach them about how to keep their teeth clean. Children can regulate their own screen time as they finish the game and decide to switch off the device when they complete the activity. These sensible and healthy attitudes towards technology prepare children well for their future learning.
- Parents share their highly positive views about the care that their children receive. They praise the childminder's ability to motivate children's learning and say how they see the rapid progress that their children are making.

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:

- refine and embed the intent of the curriculum to provide even more consistency for children's learning
- undertake more focused professional development to enhance knowledge of

local issues and expand children's learning about safety.

Setting details

Unique reference number	EY411668
Local authority	Milton Keynes
Inspection number	10335788
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 June 2018

Information about this early years setting

The childminder registered in 2010 and lives in Downs Barn, Milton Keynes. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector discussed the intent of the curriculum and observed its implementation during activities and assessed the impact on children's learning.
- The inspector carried out a joint observation with the childminder. Throughout the inspection, the inspector spoke with the childminder and children at suitable times.
- Parents' views were gathered through written feedback.

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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