

Childminder report

Inspection date: 22 January 2025

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

Overall, the childminder provides a curriculum that supports children's learning and encourages them to be independent and sociable. She communicates the curriculum well to her assistants who understand how they can support children's learning. The childminder provides an environment that keeps children busy, engaged and interested as they play. Children enjoy role play, where they pretend to make dinners, call the police, and talk on the telephone. They act out things they have seen as they make sense about the world around them and their understanding of it. The childminder's encouragement stimulates babies to test out their voice as they babble and make sounds in response to her. Older children are confident talkers who go into detail about the things that are interesting for them, such as their sibling's love of dinosaurs. Equally, when they want to know more, they ask questions and listen intently to the childminder and assistant's responses.

Children behave well and are settled and secure in the childminder's care. The childminder recognises that the COVID-19 period had a significant effect on children's development, for example meaning some older children took longer to settle in her care. She ensures that children are well prepared for moving on and starting school. The childminder works effectively with local schools to ensure that she shares her good knowledge of children's development to further support children's transitions.

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

- The childminder reliably assesses children's development and identifies the good progress that they make. She plans for their next steps in learning and exchanges information with families to build an accurate picture of children's development. However, the curriculum is not always sequenced effectively so that children can make connections with their prior experiences and build on their learning.
- The childminder provides activities that children enjoy, for example children draw around their feet and observe length when measuring them. This introduces them to numbers and lengths and they make compassions in size. This promotes their mathematical learning well and children show their understanding.
- The childminder and her assistants know children and their families well. Children show their close attachment to them and are content and eager to learn. The childminder understands about families approaches to parenting. Through discussions, the childminder ensures that she follows parents' wishes and provides children with familiar routines that encourage their sense of emotional safety and security.
- Children play together well. The childminder has simple and easily understood rules that children know, for example that they need to help tidy up and wash

their hands before lunch. This provides children with order and expectations that contribute towards keeping them safe and promoting their good health.

- Good use of 'home books' support children in learning about their families and what makes them unique. Children compare the photographs in their home book and they begin to understand what they have in common and what makes them different to others.
- The childminder is aware of how to promote young children's safety and well-being when they sleep. She monitors them when sleeping to ensure their safety. However, she recognises that she is not swift in sharing her knowledge of good practice with parents to help promote greater consistency in children's physical development and well-being.
- Through undertaking professional development and higher levels of qualification, the childminder has ambition in evaluating, shaping and improving her practice. She has clear plans for how she intends to enhance her setting in the future. However, the childminder does not supervise and coach her assistants to be equally motivated to extend on their knowledge and develop their good practice further.
- The childminder has a comprehensive knowledge of local safeguarding procedures and knows how to recognise when children might be at risk of harm. Her assistants show an equally good awareness of their role in supervising children, carrying out risk assessments and recognising when to raise any concerns about children's welfare with the childminder. Together, this creates a safe environment for children's play and learning.

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:

- strengthen the curriculum by ensuring that learning is connected and sequenced to help build on children's prior learning
- share greater information with parents about supporting children's physical development and well-being, so children experience continuity in sleeping arrangements
- introduce a targeted programme of professional development, support and coaching to help support assistants to expand on their good practice.

Setting details

Unique reference number	EY421954
Local authority	Milton Keynes
Inspection number	10368499
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 4
Total number of places	18
Number of children on roll	8
Date of previous inspection	22 March 2019

Information about this early years setting

The childminder registered in 2011 and lives in Great Linford, Milton Keynes. She operates all year round, from 7.30am to 5.30pm, Monday to Friday. She holds a relevant childcare qualification at level 3. The childminder works with assistants and offers Government funded places for children aged nine months to four years.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector discussed the intent of the curriculum and observed its implementation during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder. Throughout the inspection, the inspector spoke with the childminder, assistant and children at suitable times.
- The views of parents were obtained through written feedback and discussions.
- The inspector looked at required documentation including evidence of the suitability checks for household members.

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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