

Childminder report

Inspection date:

7 November 2022

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 develop positive attachments with the childminder. They benefit from well-planned settling-in sessions, which help them to become familiar with the childminder and her home. The childminder gathers precise information about children's routines and care needs, which she follows when children start attending. This helps them to feel safe, happy and secure.

Children develop a love of books from an early age. They are eager to turn the pages and they listen attentively, as the childminder reads their favourite books. Children enjoy sharing what they know, answering questions about the characters and plot and talking about what they can see in the pictures. This prepares them for their future learning well.

Children enjoy imaginative play. They handle small characters with control and use them to create a narrative for their play, such as in relation to people's activities within their home. They talk excitedly, stringing words together about familiar toys that they play with in the childminder's home.

Children respond well to the childminder's requests. For instance, younger children are keen to do things for themselves and they respond promptly to simple and well-delivered instructions. Children's behaviour is good.

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

- The childminder uses the information that she gathers about children before they start well. For example, she talks to parents about children's care needs and what they know and can do. She uses this, alongside her own observations when children start, to plan their next steps in learning. This helps the childminder to plan an appropriate curriculum.
- The childminder uses opportunities to extend children's vocabulary effectively. For instance, during painting activities, she introduces positional language, such as 'bottom' and 'top'. Children demonstrate their understanding of what this means by painting splodges at the bottom and top of their paper sheet.
- The childminder plans and prepares activities well. For example, she considers the skills that she wants children to learn and the equipment they need. However, at times, she does not fully consider how she can model, demonstrate or provide examples to enable the youngest children to fully understand what is expected of them.
- The childminder recognises when she can give children opportunities to resolve problems for themselves. At times, she stands back, to allow children to apply the skills they have learned and reach a positive outcome independently. At other times, she recognises when to intervene to provide guidance and support.

This helps children to learn how to play harmoniously with others.

- Parents are very happy with the care that their children receive, and they describe the childminder as a 'dream come true'. The childminder establishes positive communication with them. For example, she gives feedback to them regularly through an online programme. She also talks to them about the milestones that their children have reached. However, she is yet to fully consider how she can provide support and guidance to parents to help them extend their children's learning at home.
- The childminder helps to promote young children's independence skills effectively. For example, throughout routines, she encourages children to do simple tasks for themselves, such as to fetch their lunchbox and learn to wash their hands. This helps children develop skills appropriate for their age.
- The childminder recognises the importance of working in partnership with other settings that children attend. For example, she is proactive in sharing information with teachers about children's progress and personal development before they transfer to school. This helps children's positive transition to their next setting.
- The childminder is positive about improving her service. She currently networks with a group of local childminders to share best practice, and ideas for seasonal activities for children to complete. For example, following discussion, she recently set up a conker rolling activity, where children showed great delight in collecting conkers, dipping them in paint and using them to make marks, as they rolled down paper.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her responsibilities to keep children safe. For example, she considers how to manage children's safety when walking to and from school each day. She explains risk assessment procedures that she completes to ensure her home is safe, clean and ready for children. The childminder has a secure understanding of signs and symptoms of abuse, such as domestic violence, radicalisation and female genital mutilation. She explains how she helps children to keep themselves safe online. The childminder is familiar with local safeguarding partnership procedures. She knows who to contact to refer any concern about children's welfare and what to do should an allegation be made.

What does the setting need to do to improve?

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

- capture opportunities to model and demonstrate the skills that children need to learn in their activities, to enable them understand expectations even better
- review opportunities to provide parents with support and guidance to help them

to extend their children's learning at home.

Setting details

Unique reference number	EY457540
Local authority	Milton Keynes
Inspection number	10228767
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	17 February 2017

Information about this early years setting

The childminder registered in 2013. She lives in Stony Stratford in Buckinghamshire. The childminder provides care all year round, from 8am to 5pm on Monday to Friday. She holds an appropriate early years qualification at level 3. The childminder accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

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 provider and has taken that into account in their evaluation of the setting.
- The inspector talked to the childminder about how she organises the curriculum.
- The inspector completed a joint evaluation of a painting activity with the childminder and discussed their findings.
- The inspector looked at relevant documentation and evidence of suitability of persons living in the household.
- Parents provided their views in writing and these were considered.

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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