

Childminder report

Inspection date: 21 May 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

The childminder gets to know children well. She shows an interest in their lives and creates a warm and welcoming environment. She is encouraging and positive in her interactions with them. This all helps ensure children settle well and feel safe and secure. The childminder presents resources and activities in ways that are highly inviting to children and encourages them to explore and be inquisitive. This fostering of children's natural curiosity means that children enjoy and develop positive attitudes to learning.

The childminder develops a broad set of aims for her curriculum of learning. She wants children to be ready for school when the time comes. She understands the importance of focusing on children's personal, language and physical skills. She is especially successful at developing children's independence. Under her guidance, children learn to manage their own toileting, to blow their noses and dispose of tissues, and to help with tidying and meal preparation. They also learn to make choices about what they would like to do and to ask for resources and toys. Children make good progress and are ready for the next stage of their learning journey.

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

- The effectiveness of the childminder's teaching is seen in how well children remember what they have been taught. For example, children recall the life cycle of minibeasts. They can describe the different characteristics of animals they have learned about through visits to farms and discussions with the childminder.
- The childminder understands the importance of stories and books to children's language and literacy development. She reads to children every day. Children show they look forward to these times, indicating that they are developing a love of books. Through the regular reading of favourite stories, the childminder teaches children about how stories are structured. Children confidently join in with repeated refrains and anticipate what happens next.
- The childminder is kind and caring to all children. However, sometimes when several children are at the same activity, the older, more confident children receive more attention than quieter ones. The childminder is not always successful at ensuring these quieter children get the most out of these learning experiences.
- A strength of the childminder's practice is how well she supports children's imaginative play. She sets up areas of her home that encourage children to play creatively. She teaches children skills they need to use tools purposefully. This not only supports their physical development but also enables them to incorporate these skills into their games. For example, children confidently chop

and snip dough into different pretend foods. They use scales to measure out 'ingredients'. They then use these resources in their make-believe games.

- Children behave typically for their age. They show they still need help to learn to share and play cooperatively. When needed, the childminder intervenes calmly and encouragingly. She reminds children about acceptable behaviour and helps resolve conflicts. However, she does not plan how to teach children the specific skills and language they need to begin to do this more effectively for themselves. As a result, these behaviours continue to occur, interrupting children's learning.
- The childminder makes all children feel unique and equally valued. This helps children develop a positive view of themselves. The childminder celebrates all birthdays and days that are special to each child, taking account of their different cultural backgrounds. She also uses these opportunities well, to teach all children about the similarities and differences between themselves and others. Children learn about the different stories that inspire different festivals. They are introduced to different foods and music.
- Partnership working is a strength of the childminder. She finds imaginative and effective ways of encouraging parents to continue children's learning at home. For example, she sends small amounts of money home with children, setting them and their families the challenge of finding new resources in charity shops. Children learn to handle money and are delighted with what they find. The childminder builds professional relationships with other professionals. For example, she builds partnerships with speech and language specialists, and uses their expertise to identify any gaps in children's communication development.

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:

- develop further strategies for drawing less-confident children into activities and conversations, to support their thinking and problem-solving skills
- plan more precisely how to help children develop the skills and understanding they need to manage their emotions and consider the needs of others.

Setting details

Unique reference number	EY463609
Local authority	Milton Keynes
Inspection number	10398918
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	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2013. She lives in Tattenhoe, Milton Keynes. She offers care 7.30am to 4.30pm, Monday to Thursday, throughout the year. She holds a relevant childcare qualification at level 3. The childminder offers funded early education for children aged nine months and above.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- The childminder provided the inspector with a sample of key documentation on request.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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