

Childminder report

Inspection date: 29 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 are happy and confident with this kind and nurturing childminder. They share warm and caring relationships with the childminder and her assistants. Overall, children demonstrate a positive attitude to learning as they explore the activities that are on offer. For example, children demonstrate their developing concentration and small-muscle skills as they carefully make marks in paint. Younger children are supported to use their fingers to explore the paint. Older children competently hold paintbrushes and concentrate for prolonged periods. Children show excitement in the garden. For example, they jump through hoops, negotiate a range of wheeled vehicles and play ball games with their friends.

The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. She has identified that after the national restrictions, some children need support to develop their social and communication skills. In addition, she has made changes to her practice, and parents continue to collect children at the door, rather than entering the premises. The childminder reflects that this also supports children to settle into their routines more effectively. The childminder and her assistants have high expectations. They are good role models and the children behave well. They are encouraging and praise the children for their efforts.

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

- Partnerships with parents are strong. The childminder maintains good contact with parents about their children's care, well-being and development. Parents state that they know that their children are happy with the childminder and make good progress. The childminder works closely with parents to help children with their next stage in learning. For example, she supports parents with their children's toilet training.
- The childminder understands what to do when a child needs extra support. She works with parents and professionals to ensure that children get the extra help they need to close gaps in their learning.
- Children who speak English as an additional language are supported well. For example, parents share common key words in their home language regularly and the childminder helps all children learn about their own background and what makes them unique, including by exploring cultural festivals.
- The childminder places a good focus on supporting children's communication and language skills. She uses effective teaching strategies, including repeating, recalling and questioning, to help determine children's level of understanding.
- The childminder regularly observes children in their play and completes assessments to check their progress. This helps her to identify any gaps in children's learning. However, when planning and completing activities with

children, she does not consistently focus specifically on what children need to learn next.

- Positive behaviour is promoted effectively by the childminder and her assistants. They speak calmly to children, providing lots of positive praise for their use of good manners. The childminder has clear routines that she expects children to follow, such as 'tidy-up time' ahead of the children going inside from the garden or moving to the next activity. Children listen and respond consistently well.
- Children begin to manage their own self-care needs well. For example, the childminder teaches children how to wash their hands and put their shoes on by themselves. Children use spoons to feed themselves at mealtimes. This helps them to become more confident and independent.
- The childminder helps children understand the importance of leading a healthy lifestyle effectively. Children benefit from plenty of fresh air and exercise, such as through time spent in the garden and regular visits to local parks.
- The childminder reflects on her practice and identifies areas for development. She completes all statutory training and conducts independent research to develop her practice. However, she has not yet fully implemented a carefully targeted programme of professional development for her assistants. For example, although the childminder observes her assistants, she recognises there is scope to monitor practice, to further raise the quality of teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. The childminder and her assistants are alert to possible indicators of when a child may need help, and they know the relevant agencies to contact for guidance. The childminder attends child protection training and knows the correct procedure should there be any concern about a child's welfare. She ensures her assistants' knowledge remains up to date. The childminder and her assistants know who to contact if they believe a child may be in an environment where extreme views are being shared. She ensures that children are continuously supervised when in her care and completes daily checks on her home to identify and eliminate any potential risks.

What does the setting need to do to improve?

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

- develop further the planning of activities, to focus more specifically on what children need to learn next
- strengthen the evaluation of teaching to identify how to improve it and to raise the quality of education to a higher level.

Setting details

Unique reference number	EY465699
Local authority	Milton Keynes
Inspection number	10228837
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	6
Date of previous inspection	28 February 2017

Information about this early years setting

The childminder registered in 2013. She lives in Milton Keynes, Buckinghamshire. The childminder employs two assistants. She offers care all day, Monday to Friday, throughout the year. The childminder is in receipt of funding for the provision of free early education to children aged three years.

Information about this inspection

Inspector

Amanda Perkin

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 her evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The childminder and the inspector observed children playing and discussed their learning and development.
- The inspector talked to the childminder, her assistants and the children at appropriate times during the inspection.
- Parents shared their views through verbal and written feedback. The inspector took account of these views.

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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Textphone: 0161 618 8524
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