

Childminder report

Inspection date: 5 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder's curriculum revolves around a theme that is changed on a weekly basis. The childminder intends for children to expand their vocabulary and have new, exciting experiences linked to the theme. Children benefit hugely from real life experiences that enhance their understanding about the wider world and the people who live in it. The curriculum is effective in helping to boost children's communication and language development. The childminder introduces children to new words linked to the theme and children successfully recall their past experiences. The childminder takes children on regular trips within the local area. They enjoy visiting the local library, where they select books linked to the theme of the week. The childminder includes story and reading time each day to spark children's interest in books. Children attend song groups where they mix with others and learn about playing together as part of a group.

Children generally play together well. The childminder has firm but fair rules in place that children know and understand, creating a calm and orderly environment for learning. Children tidy away and look after their own belongings by replacing them in their drawer. There are rules at mealtimes, promoting good manners. Children eat a nutritious, balanced diet provided by the childminder. They enjoy regular walks and have fresh air and exercise as part of their daily routine. Combined, these contribute towards children leading healthy lifestyles.

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

- The childminder is starting to introduce children to letters and numbers in their play. Children are beginning to count and can recognise numerals and some letters that form their names. The childminder understands that before children can begin to write for themselves, they need to develop the muscles used for writing. As a result, she provides activities where children can strengthen their shoulder, arm and hand muscles, such as peeling fruit, connecting bricks and playing with malleable materials like dough and soft sand.
- The childminder supports children's communication and language development well. She talks to children in a mature manner and children show that they understand and can follow direction and questions. Children are making good progress; they talk with confidence and can express themselves well.
- Children are courageous and interested when they play outdoors. The childminder has great confidence in children's physical abilities. However, the childminder does not implement the curriculum as effectively when children learn outdoors. It is not as easy for children to lead their play and make independent choices.
- The childminder has high ambition for what children can do. When they play outdoors, the childminder encourages children to take manageable risks, such as

using a stool to reach the steps of the slide. Children are capable and show that they are able to assess and manage small risks for themselves.

- The childminder uses technology well. She uses a smart electronic device to remind children of the daily activities, helping them to understand what will happen next. Furthermore, children view electronic devices as part of their everyday life and, as such, understand their purpose. This contributes towards children understanding about safe and meaningful use of technology.
- The childminder recognises that children are young and, therefore, find turn-taking and sharing difficult at times. She manages this well, intervening when minor disagreements occur. However, there is no specific curriculum focus on this aspect of children's learning to expand on children's personal, social and emotional development.
- The childminder knows about children's home lives and factors that might have an impact upon their development, such as the arrival of new siblings and parents' changing working pattern. This enables her to plan for children's development and ensure that children have the emotional support that they need at different times.
- Although there are currently no children on roll who have special educational needs and/or disabilities, the childminder draws on her previous experience of caring for children with additional needs to help promote children's good communication and language development.
- The childminder works effectively with parents and all say how much their children benefit from attending her provision. The childminder keeps parents well informed of children's progress and they effectively exchange information to help support children's 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:

- expand opportunities for children to more readily achieve the intentions for learning when they play outdoors
- increase the curriculum focus to encourage young children to learn how to play together collaboratively and sociably.

Setting details

Unique reference number	EY467036
Local authority	Milton Keynes
Inspection number	10317357
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	7
Date of previous inspection	31 May 2018

Information about this early years setting

The childminder registered in 2013. She lives in Walnut Tree, Milton Keynes. She offers care Monday, Tuesday, Thursday and Friday from 8am to 6pm, all year round, except for bank holidays and family holidays. She is a qualified primary teacher. The childminder receives funding for the provision of free early education for 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 childminder.
- The inspector discussed the intent of the curriculum and observed its implementation during activities, indoors and outdoors, 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 and children at suitable times.
- The views of parents were obtained 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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