

Childminder report

Inspection date: 25 August 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the childminder's home. They know to follow a routine when they enter her home, such as to take off their shoes and wash their hands to promote good hygiene practices. Children are keen to play with the toys and resources offered. They show good imagination when they play in a pretend kitchen. Children use pots and play food, playfully stating that they are hungry. They pretend to cook toast and tea and share this with the childminder.

Children are encouraged to develop a love of books and stories. They listen well when the childminder asks questions about what they think might be happening. This captures the children's attention well. Children are encouraged to describe what they see on the pages. They turn the pages with excitement to see what is going to happen next. Children develop mathematical skills in a range of ways. For example, they look for colours and shapes of plants in the garden and different resources they find in the home. Children play well together and take turns to listen to and respond to each other and the childminder.

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

- The childminder reflects on her practice and keeps up to date with regular training and local updates. This informs her practice and raises her awareness of any changes to safeguarding procedures, helping her to identify and make ongoing improvements.
- The childminder observes children and identifies what they need to learn next. She does this from the beginning of their time with her by gathering starting points from parents. She maintains an open dialogue with parents to share the progress the children are making and what parents can do to support this.
- The childminder promotes language well. She offers lots of rich language when reading stories or engaging in play with children. However, at times, she asks lots of questions quickly before children have had time to process and respond to the first question.
- The childminder encourages positive behaviour. For example, she praises children's achievements, saying 'well done' when children share the toys and work together to tidy up. She is quick to respond and offer support for any small disagreements, encouraging the children to work together to achieve what they want to do.
- The childminder offers children healthy snacks and teaches them the importance of eating healthy foods. They talk about the different fruits they are eating and how they are sweet to taste. This leads to a discussion around eating sweets and the importance of looking after their teeth and cleaning them regularly. Children join in with the discussion and explain that they brush their teeth every day to make sure they do not get sore.

- The childminder encourages the children to develop independence skills for their own personal needs, such as taking shoes off, washing hands and toileting. However, there are times when she completes tasks that children are capable of attempting and mastering themselves, such as during snacks. At these times, the childminder does not identify opportunities to extend children's independence even further.
- The childminder has built relationships with local pre-schools that the children attend and discusses with them how the children have been each day. However, she does not use these relationships effectively to share information on children's developmental progress. This does not support a unified approach to supporting children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes robust risk assessments each day and ensures the premises are safe and secure for the children. Doors and gates in the house and garden are secure. The childminder has completed paediatric first-aid training and has first-aid kits readily available should she need them. The childminder has sound knowledge of the processes to follow should she have a concern about a child and how to follow up on any referrals made. She knows how to identify if children are at risk of harm, radicalisation or strong beliefs. She promotes children keeping safe online and works with parents to share information with them.

What does the setting need to do to improve?

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

- extend opportunities for children to further develop independence skills
- allow time for children to process and respond to questions to promote language skills and critical thinking.

Setting details

Unique reference number	EY481613
Local authority	Milton Keynes
Inspection number	10249484
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	2
Date of previous inspection	9 January 2020

Information about this early years setting

The childminder registered in 2014 and lives in Brooklands, Milton Keynes. She operates all year round, from 7.30am until 6pm, Monday to Friday.

Information about this inspection

Inspector

Lisa Robinson

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 setting.
- The childminder and inspector completed a learning walk and held a discussion about the educational programmes.
- The inspector tracked the experiences of two children.
- The inspector observed the quality of education during activities and play.
- The childminder provided the inspector with relevant 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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