

Childminder report

Inspection date:

26 March 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder forms warm and close relationships with children. She holds each family in high regard and welcomes them into her setting. This helps children to develop a true sense of belonging. Overall, the childminder provides quality interactions as children play. When given opportunities to explore the well-equipped learning environment, children happily choose from available resources and enjoy playing. For example, children giggle each time a tower structure, built with toy bricks, falls down. They willingly rebuild it, showing good hand control. However, at times, children receive varied interactions during their play. For example, the childminder does not always ensure all interactions children receive are consistently good. This impacts children's ongoing progress.

Children behave well. They clearly understand and follow the childminder's set rules and boundaries. For instance, during circle time they listen to the childminder talking about the weather and eagerly go to the door to check. The childminder models appropriate language, such as 'windy' and 'sunny'. Back on the carpet, children readily find the pictures to match the weather type. However, there are parts of the day when children wait for extended periods of time in high chairs or at the table, with minimal interaction. The childminder does not make sure any assistants fully understand their roles or duties during daily routines. This means children are left waiting unnecessarily for the next activity.

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

- The childminder spends time designing a detailed curriculum for children. She has a suitable knowledge of child development and the skills children need to acquire before starting school. The childminder's outdoor curriculum is particularly well received by children. They benefit from opportunities to plant seeds, tend to them and observe them grow. Older children enjoy the childminder pushing them in ride-on cars. While the childminder shows she is keen to broaden children's knowledge, she does not focus on the intended learning well enough. For instance, children are not encouraged to practise their gross and fine motor skills, such as while riding on ride-on toys or when holding magnifying glasses to see objects in more detail. This means that children's development is not always maximised.
- The childminder monitors children's ongoing progress accurately, particularly their communication and language skills. She efficiently narrates what is happening and sings songs to children throughout the day. This exposure to key words and phrases allows children to hear and begin to apply language in context. Children show their growing love for books as they regularly choose their favourite ones, especially those with flaps and sounds. Furthermore, the childminder swiftly identifies children who may need extra help with their

speech. For these children, she works with other professionals and parents to facilitate and help reduce any emerging gaps.

- The childminder ensures her own and any assistants' mandatory training is regularly completed. However, she has not put in place a personalised programme of professional development to help any assistants understand their roles and responsibilities and how best to support children's learning. For example, interactions with children are inconsistent and do not always focus on the targeted learning. In addition, the routines of the day are not clear to everyone. This contributes to the overall effectiveness of the provision.
- On the whole, children's personal care needs are appropriately met. The childminder provides children with healthy snacks and suitable sleeping arrangements for their naps. However, she does not always ensure that some risks or hazards to children are minimised, particularly during nappy changing times, where children's needs for privacy are not fully considered.
- The childminder does not make sure routines are carried out swiftly or smoothly. For instance, at mealtimes children are often left waiting for excessive periods of time with little interaction after washing their hands, before they are able to eat. As a result, young children become restless and become disengaged.
- The childminder does not always recognise times when she can promote children's independence. For example, she sometimes completes tasks for children, such as washing their hands and putting on their outdoor clothing before going in the garden. This does not fully support children to learn how to do things for themselves. Nevertheless, she does provide children with an explanation while she does these things so that they hear appropriate language.
- Parents speak highly of the detailed communication the childminder provides. They receive information about their children's day, as well as their progress and next steps in learning. Parents appreciate the suggestions the childminder shares with them, to enable them to support children's development at home. This shared approach benefits children's continuity in learning.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
implement the intended learning for individual children more consistently	09/04/2025

ensure supervision provides effective support, coaching and training for any assistants	09/04/2025
ensure any risks to children are minimised when carrying out personal care duties, particularly during nappy changing routines.	09/04/2025

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

- review and improve the organisation of daily routines to ensure waiting times for children are reduced
- plan greater opportunities for children to learn to do things for themselves.

Setting details

Unique reference number	EY483900
Local authority	Milton Keynes
Inspection number	10375892
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 May 2019

Information about this early years setting

The childminder registered in 2014. She lives in Fishermead, Milton Keynes, Buckinghamshire. She offers care Monday to Thursday, from 8am until 5pm, term time only. The childminder is eligible to receive funding to provide free early education for children aged nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the adults and the children.
- The childminder and the inspector carried out a joint observation during outdoor play.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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