

Childminder report

Inspection date: 11 February 2020

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

Children are safe and happy in the childminder's home. They are well behaved and confident learners. This is demonstrated as they enthusiastically sing songs with their friends. Children hold hands with others, helping them to jump to the music. They share musical instruments well. For example, with support, they develop an understanding of rules and expectations, such as when they wait for their turn to tap the beater on the bells.

The childminder has a good understanding of what children need to learn next. She works well alongside her assistant and parents to agree children's next steps in learning. Older children benefit from the childminder's high expectations. For example, her well-planned teaching helps to prepare them for their eventual move to school. This is demonstrated when children begin to write recognisable letters of their name and when they learn how to manage their own self-care needs. However, on occasion, the childminder does not consider how to implement the curriculum effectively for younger children. For instance, she has not fully considered how to organise her environment and resources to support young children's learning, particularly outdoors. This impacts on the childminder's quality of interactions with young children and their levels of enjoyment.

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

- The childminder and her assistant help children to develop strong communication and language skills. For example, children enjoy listening to the childminder's assistant reading stories to them. They listen attentively and talk about characters in the book. The childminder considers how to promote a love of reading, such as by providing opportunities for children to choose a book to take home, to share with their family.
- The childminder and her assistant promote children's independence and understanding of healthy eating choices well. For example, at snack time, children pour their own drinks. They listen and respond well and learn how to use tools safely, such as a knife, to cut their banana. The childminder's assistant uses this opportunity to skilfully extend children's understanding of healthy foods and a healthy diet. This is demonstrated as he involves children in preparing the food for lunchtime. Children talk about pasta and they explore its texture in their hands. They talk about what the assistant will need to do to cook it. They use spoons with control to scoop portions of pasta into the saucepan. Children learn about where vegetables, such as sweetcorn come from. They talk about how to cook frozen vegetables so that they are ready to eat. Children enjoy eating the meal they helped to prepare.
- The childminder has established strong partnerships with parents and professionals at other settings that children attend. For example, she creates an

effective key-person system. The childminder involves parents fully in their children's learning. She maintains strong communications with them, such as through daily diaries and newsletters. She offers parents regular opportunities during the year to discuss children's next steps in learning. Parents report that they find this experience valuable. With parental permission, the childminder shares information with other settings that children attend. She shares information about children's progress, such as observations and photographs of their achievements. This helps to promote consistency in children's learning.

- The childminder understands her responsibility to support her assistant in his role. She ensures that he completes relevant training, such as safeguarding training to enhance his knowledge. She cascades information to him from professional development that she completes. This helps him to keep his knowledge up to date.
- On occasion, the childminder does not fully consider how to organise her environment and resources, to implement the curriculum for younger children. For example, before taking children outside, she does not consider what toys and resources she can provide to help children to follow their interests through meaningful learning. This impacts on children's experience. Young children do not demonstrate high levels of enjoyment and curiosity at these times. They wander around the garden with very few age-appropriate resources to play with. The childminder does not recognise this and her interactions with young children are not of the highest quality at this time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant complete a range of safeguarding training to help them to maintain their up-to-date knowledge of child protection. They share a good understanding of their responsibility to protect children's welfare. The childminder and her assistant have a strong understanding of signs and symptoms of abuse which may indicate that children are at risk of harm. This includes of radical and extreme views and behaviours. They have a secure understanding of local multi-agency safeguarding arrangements and of whistleblowing procedures. They know what action to take should an allegation be made.

What does the setting need to do to improve?

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

- improve the organisation of toys and resources in the outdoor environment to help deliver the curriculum more effectively for younger children.

Setting details

Unique reference number	141600
Local authority	Milton Keynes
Inspection number	10136273
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	12
Number of children on roll	5
Date of previous inspection	8 December 2015

Information about this early years setting

The childminder registered in 1995. She lives in Olney, Buckinghamshire. The childminder regularly works with an assistant. She offers care Monday to Wednesday from 7.30am until 5.30pm, for most of the year. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- The inspector spoke to parents and took account of their written views provided on the day of the inspection.
- The childminder took the inspector on a learning walk around the setting.
- The inspector observed the children engaged in activities indoors and outdoors, and assessed the impact this has on their learning.
- The inspector observed the childminder's quality of teaching, and both jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector spoke to the childminder and her assistant at appropriate points during inspection. She checked evidence of their suitability and training.

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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