

Childminder report

Inspection date: 25 April 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 relaxed in the childminder's care. They clearly enjoy one another's company and behave very well. Children know what is expected of them as the childminder has clear rules and boundaries. They are kind and respectful towards each other and adults. Children remember to say 'please' and 'thank you' and happily tidy away toys before snack time. Children follow good hygiene routines to support their health and well-being. During the COVID-19 pandemic, they have benefited from the childminder's robust drop-off and collection procedure to help minimise infection.

Children enjoy a broad curriculum to help them make good progress in all areas of learning. For example, they have fun painting on sheets of paper hung on trees in the woods. This helps to develop their imagination and creativity. Children help themselves to toys and resources, and they transport these between the indoor and outdoor play environments. This helps them to become independent and to follow their interests. Children benefit greatly from visits in their local community, for example to soft-play centres, the library, the farm and woods. They participate in charity events and learn about those less fortunate than themselves. Children begin to understand what makes them unique and observe similarities and differences in people.

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

- The childminder has a good understanding of the learning and development requirements and how to implement these in practice. She closely monitors and assesses children's progress, to help her successfully plan and support their individual learning needs.
- The childminder is in receipt of extra funding to support children's learning. She has reflected on children's individual progress and identified the need to purchase extra resources to help children build on their turn-taking skills.
- Overall, the childminder successfully supports children's good communication and language development. She models the correct pronunciation of words and repeats these back clearly to children. Occasionally, she does not introduce new words to broaden children's vocabulary. In addition, she does not always allow children enough time to think through and then respond to her questions.
- Children learn to count and to identify shapes and colours. They confidently use mathematical language as they play, such as 'big' and 'small'. Children develop problem-solving skills, for instance, as they fit the train track together.
- The childminder plans activities to encourage children to make good progress in their physical development. For example, children kick and throw balls, steer ride-on toys, and climb and balance on apparatus. Toddlers use push-along toys to support themselves as they learn to walk. Babies strengthen the muscles in

their hands, for instance as they post shapes and stack rings. They use their senses as they listen to music, explore shiny objects and different textures.

- Older children develop skills towards future early writing. They learn to hold a pencil correctly to make marks, chalk on the ground and paint with big brushes.
- Children know a range of songs and rhymes and join in with the actions. They listen attentively to stories and use visual aids to support their understanding. The childminder leaves pauses during sentences, helping children to recall and fill in the missing words.
- The childminder reflects and evaluates her practice to ensure that she continues to provide high-quality care. She has good links with other childminders and researches different childcare approaches and activities, to further enhance children's learning. The childminder offers good supervision and support to her assistant, to help ensure that policies and procedures are understood and followed. They undertake a range of training to maintain and extend their knowledge and skills further.
- Parents say that they are very happy with the care and education that their children receive. The childminder provides regular newsletters and uses a secure online system to share information about children's progress and her policies and procedures. Throughout the pandemic, the childminder has kept in regular contact with parents. She provided children with activities to do with their families when they were unable to attend her setting. This helped to maintain good partnership working with parents and supported children's ongoing learning effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She knows the correct procedure to follow to report any safeguarding concerns. The childminder attends training courses to keep her child protection knowledge up to date. She is aware of the indicators that may suggest that a child is at risk of harm and she has knowledge of wider issues, such as drug trafficking. The childminder carries out risk assessments of the environments the children use to help keep them safe. In addition, she teaches children to take calculated risks as they play, such as climbing the slide safely.

What does the setting need to do to improve?

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

- introduce an even wider vocabulary to further enhance children's existing good language development
- allow children more time to think about their responses to questions, to help increase and challenge their learning even more.

Setting details

Unique reference number	EY460497
Local authority	Milton Keynes
Inspection number	10228798
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	19 January 2017

Information about this early years setting

The childminder registered in 2013 and lives in Middleton, Milton Keynes. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a qualified early years teacher.

Information about this inspection

Inspector
Kim Mundy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder and the inspector completed two joint observations.
- The inspector talked to the childminder and children at suitable times throughout the inspection.
- The inspector read through written feedback left by parents and took account of their 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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