

Childminder report

Inspection date: 23 May 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 confident learners. They are eager to talk about their learning, such as their drawing and counting. Children have opportunities to share their views on their activities and this helps them to enjoy their time with the childminder. For example, children who attend after school ask to revisit their construction models and these are placed out of reach for their return.

Children develop strong attachments with the childminder. They benefit from well-planned settling-in procedures. This means that the childminder gets to know them well and responds promptly to signs that they are hungry or tired. This helps children to feel safe and secure.

Children demonstrate a good understanding of the childminder's expectations. They listen and respond promptly to instructions. For instance, before mealtimes, they work together to tidy up toys and put them away. Children demonstrate lovely manners and respectful behaviour, saying 'Here you go', as they pass toys to their friends during their play.

Children have good levels of concentration for their age. They play for long periods, showing their can-do attitude, as they select and push blocks together to create items to use as part of their imaginary play.

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

- The childminder supports children with special educational needs and/or disabilities (SEND) effectively. For example, she develops structured settling-in routines to help her get to know new children. She finds out about their needs and plans how she can meet these in her setting from the outset.
- The childminder has a good understanding of what she wants children to learn next, such as developing their small hand muscles. However, at times, she does not fully consider what she needs to teach children to help them develop these skills. For example, as children play, the childminder does not capture opportunities to teach children how to hold and operate tools correctly, such as scissors and pincers. This does not support their intended curriculum successfully.
- The childminder supports children consistently and effectively to manage their behaviour. For example, she recognises promptly when children require support and she provides clear explanations to help them understand rules and boundaries.
- The childminder ensures that children have frequent opportunities for fresh air and exercise. For example, children talk about their visits to the local park and walks around the lake in the area. These help promote their good health.

- The childminder does not fully consider how to develop children's independence skills in relation to their age. For example, she offers too much support to children when they are washing their hands. She does not consider how to use resources or adapt procedures to help children to manage these routines independently and in an age-appropriate manner.
- Parents report that they are happy with the care that the childminder provides. They speak positively about the information the childminder shares with them about their child's day. For instance, they have an opportunity to talk with her each day and they like to receive photos of their children's activities. They describe the support that the childminder has provided to help their children eat an increasing range of fruit and vegetables. This is helping to support children's health and well-being.
- The childminder develops positive partnerships with other settings that children attend. When children transfer to school, the childminder welcomes teachers to visit children in her home. During these visits, she shares information about children's care, learning and development. This helps to promote positive transitions for children.
- The childminder seeks opportunities to develop her own practice. For instance, she completes training to help develop her own knowledge of how to prepare children for their future learning. As a result, she has increased opportunities for children to learn to sit with others in a small group. Children now enjoy regular story times and they listen well with others. This will help them adjust to routines when they start school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder minimises risks to children in her home well each day. For instance, she conducts visual checks to identify and remove hazards, such as broken toys. The childminder has set procedures for outings to help to keep children safe. For example, younger children are secured safely in a buggy and older children learn to walk beside this. The childminder has a secure understanding of safeguarding. She is familiar with local safeguarding partnership procedures should she have a concern about children's welfare. She knows what to do should an allegation be made. The childminder attends training to keep her safeguarding knowledge up to date. She is able to describe signs and symptoms of abuse in relation to radical and extreme views and behaviours.

What does the setting need to do to improve?

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

- review opportunities within daily routines for children to practise independence skills in an age-appropriate manner

- focus more precisely during interactions with children on teaching them the skills they need to develop their small muscle control further.

Setting details

Unique reference number	155246
Local authority	Milton Keynes
Inspection number	10228280
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	22 February 2017

Information about this early years setting

The childminder registered in 2001. She operates from her home in Newport Pagnell, Buckinghamshire. She works Monday to Friday from 7.30am to 6.30pm all year round. She holds a relevant early years qualification at level 3 and accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

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 childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector checked evidence of the childminder's training and suitability.
- The inspector took account of the written views of parents.

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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