

Childminder report

Inspection date:

8 June 2022

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

Overall, children enjoy a range of activities that interest them and sustain their attention. However, the curriculum that the childminder plans and implements does not consistently focus on what will help children to learn best. Despite this, children are motivated and curious learners. They choose toys to explore by themselves, such as coloured bricks and jigsaw puzzles. Children enjoy being active. In the garden, they learn about growing vegetables. Children examine the green shoots that are growing, and the childminder talks about these with them to help their understanding. Children delight in playing outdoors, where they test and strengthen their physical skills. For example, they play on climbing apparatus and enjoy using the slide. The childminder and her assistant appreciate the importance of providing babies with time to lie on their tummies and stretch their muscles in readiness for becoming mobile.

Babies enjoy being around older children. All children are starting to learn about sharing and taking turns, with the encouragement of the childminder and her assistant. Children form close bonds with the childminder and her assistant. They affectionately call the childminder 'nanny' and seek her out for comfort, especially when they become tired.

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

- The childminder is uncertain about the action to take if there is an allegation against herself, her assistant or household members. This is because she has two different versions of policies and procedures that she uses as guidance. She has become confused about the difference between complaints and allegations. She is also not familiar with the terminology used by her local safeguarding partners. Therefore, this undermines her otherwise good understanding about how to take swift action in the event of a safeguarding concern. However, this weakness does not have a significant impact on children's safety and well-being.
- The childminder has recently undertaken training. She has obtained a wealth of information and guidance about how she can support children's learning. The childminder is starting to develop her curriculum. However, she has found the information overwhelming and has not sequenced her curriculum effectively. She does not fully understand what young children need to learn first. For example, much of her curriculum focuses on teaching numbers and letters. This is not most relevant for very young children to support their good progress.
- Children settle well in the childminder's care. The childminder knows about babies' home routines and follows these. She ensures that they have comfort items for when they feel tired and cuddles babies to soothe them to sleep.
- Children learn about being healthy. The childminder promotes children's awareness of good dental hygiene. They practise cleaning pictures of teeth, and

the childminder and her assistant talk about why brushing teeth is important.

- The childminder is aware that some children are seeing professionals to help support their development. However, she has not found out information about this from parents. Consequently, the childminder does not know how to target her support for children to further advance their development.
- Parents say that they are pleased with the care that the childminder provides and they feel that she is like family. The childminder and her assistant are trialling new ways to share information with parents, such as using an online resource.
- The childminder and her assistant have recently attended training and are trying to incorporate all learning into their practice. However, currently they have a great deal of information, and this has caused some confusion. As a result, the training has not been beneficial in improving the childminder's practice.
- The childminder provides clear boundaries and expectations for children to support them to behave well. She encourages children to play together, for example through taking turns in games. Children are starting to understand about how to play sociably as part of a group.
- The childminder and her assistant work together well. They are currently updating and changing aspects of their work and complement each other's skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises the work of her assistant effectively and both complete regular safeguarding training. The childminder and her assistant demonstrate that they understand the signs and symptoms that might indicate children are at risk of harm. They know about a wide range of child protection issues and can explain what action to take to refer any concerns about children's welfare to the relevant safeguarding professionals. The childminder and her assistant supervise children closely. They ensure that children are safe and secure in their care. For example, the childminder checks safety harnesses on the high chair and ensures children have close supervision when they are eating.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure there are clear policies and procedures that are known and understood to follow in the event of an allegation being made about the childminder, an assistant or household members	29/07/2022
adapt the curriculum to focus on supporting young children's development in the prime areas of learning.	29/07/2022

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

- find out more information from parents when children are having extra professional support so that children receive more targeted support
- evaluate information and guidance obtained through training so there is better organisation and new learning is effective in improving practice.

Setting details

Unique reference number	141292
Local authority	Milton Keynes
Inspection number	10239984
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	0 to 11
Total number of places	12
Number of children on roll	9
Date of previous inspection	20 February 2017

Information about this early years setting

The childminder registered in 1998 and lives in Bletchley. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with one assistant. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Hayley Marshall-Gowen

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 discussed the curriculum, observed its implementation during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector talked to the childminder, her assistant and the children at suitable times throughout the inspection.
- The inspector spoke to parents and read through written feedback, taking 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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