

Childminder report

Inspection date:

22 September 2022

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

The childminder sequences her curriculum to effectively help young children to build on the prime areas of their learning. Her focus on children's personal, social and emotional development, but also communication and language encourage children to gain the skills they need to make connections with others. Young children explore activities that help to promote their sense of curiosity and interest. For example, they examine mats filled with glitter and feathers and balance stacking cups and pom-poms. This increases their sense of interest as they explore the items with their hands and mouths. Children look at themselves in mirrors and respond to the way that their faces move as they babble and talk. This intrigues them and sustains their interest. They use sounds and noises to express themselves, including shrieks and giggles of laughter.

Children make good progress and enjoy a warm, calm, and caring environment. They show that they are eager to arrive and settle well, separating from their parents with confidence. Children share close relationships with the childminder. They lean in for comfort and show their fondness for the childminder when they see her, for example by raising their arms for her to pick them up.

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

- The childminder effectively supports young children's communication and language development. She models the way that words are spoken, and children watch her mouth carefully as she does so. They copy and babble as she introduces them to new words and sounds when linking words to pictures in books.
- Children are developing well in all areas of learning. They move freely and with purpose, for example when pushing toy cars across the floor. However, the childminder does not always provide consistent opportunities for young children to increase their balance and coordination, to more effectively support their transition from crawling and walking.
- Children cuddle up with the childminder and enjoy listening to stories. This quiet and comforting time gives children chance to unwind and relax as they snuggle up on the childminder's lap. They look at the pictures and enjoy the childminder's soothing voice as they begin to feel tired and ready to sleep.
- When children wait for their meals, they spend time sat in their highchairs waiting. Although this is just for a short period, the childminder does not provide children with ways to continue their good learning during this time. As a result, children start to become restless.
- The childminder knows when to stand back and allow children's play to develop. Children laugh and join in as they play together. Gentle and kind interactions between the childminder and children help to create an environment where

children feel safe.

- Children follow a routine that meets their needs. The childminder is responsive to young children's changing behaviours and adapts plans. Consequently, children sleep and eat when they need. In turn, this helps to ensure that they are well rested and ready for learning.
- The childminder supports children to learn about different festivals and celebrations. She finds respectful ways to encourage children to learn about each other in a meaningful manner, which broadens their life experiences.
- The childminder recognises the benefit of children having a healthy diet and looking after their oral hygiene. She provides nutritious meals and is extremely supportive of parents who continue to breastfeed their children. The childminder understands about children's different food preferences and manages these well.
- The childminder has invested in her professional development since her last inspection. She has addressed previous weaknesses and taken effective action to drive forward improvement. Through undertaking training and working with others, she has reignited her passion and enthusiasm. This has boosted the childminder's construction of an ambitious curriculum for children. She is finding new and innovative ways to promote children's learning and exploration.
- The childminder has good relationships with parents. They share information between them effectively to support children to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness about her responsibilities in keeping children safe in her care. She recognises the signs and symptoms that might indicate children are at risk of harm. The childminder understands about the work of local safeguarding partners and how to refer any concerns about children's welfare to them. The childminder knows about relevant safeguarding matters in her local area and actively supports children in gaining skills which help them keep themselves safe. The childminder carries out effective risk assessments, for example evaluating the safety of resources when young children explore equipment and toys using their mouths.

What does the setting need to do to improve?

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

- expand on opportunities for young children to increase their balance and physical skills, particularly as they transition from crawling to walking
- maintain the good implementation of the curriculum throughout all times of day, especially during times when activities change, such as when waiting for their meals.

Setting details

Unique reference number	141697
Local authority	Milton Keynes
Inspection number	10237576
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	8
Date of previous inspection	22 March 2022

Information about this early years setting

The childminder registered in 1996. She lives in Two Mile Ash, Milton Keynes. The childminder offers care Monday to Friday from 6am until 7pm, for most of the year. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder. Throughout the inspection the inspector spoke with the childminder and children at suitable times.
- The inspector sought the views of parents during the inspection.

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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