

# Childminder report

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Inspection date: 10 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Babies and young children settle very happily in the childminder's home-from-home environment. They have warm relationships with the childminder and respond with smiles and babbles to her positive interactions. Babies and young children's emotional well-being is supported effectively. For instance, their individual needs are well known. This helps to keep possible separation anxiety to a minimum. Young children are given plenty of praise and encouragement, which develops their self-esteem and confidence. They learn right from wrong and how to manage their behaviour with the childminder's positive support and guidance. Children behave well, accept and respect others through the interaction and experiences the childminder offers them.

Young children develop good literacy skills. For example, they practise making marks with pencils on paper. Babies are fascinated as they begin to recognise the marks they make with their fingers in dough. Young children develop good independence skills. They help themselves to the wide range of resources, which are easily accessible to them. Babies develop good hand-to-eye coordination and are keen to explore the different textures of items in a treasure basket. Young children have good opportunities to learn about the world they live in. For example, they enjoy outings to the local library, park and pre-school groups.

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

- The childminder has a clear vision of what she wants children to know and do before they move on to full-time education. She effectively plans a broad curriculum, based on the children's interests and next steps for learning. The childminder recognises the importance of widening the children's learning experiences beyond their individual interests.
- Overall, children develop good large physical skills. For example, they climb and slide on apparatus at the park and enjoy walks in the local community. However, babies do not have consistent opportunities to further strengthen their balancing skills when learning to walk.
- The childminder speaks clearly as she provides a running commentary to encourage babies and young children to listen and respond. For instance, during story time, babies babble and giggle in response to the sounds animals make. The childminder extends activities to help children build on what they learn. For example, following the story, she encourages them to explore more animal sounds through role play, such as with a farmyard and animals.
- The childminder helps babies and young children to develop an understanding of their uniqueness. For example, they learn about their facial features when looking in a mirror, point to these on a soft-toy animal, and hear relevant songs and rhymes.

- The childminder makes the most of opportunities to blend mathematics throughout her curriculum. For example, children post shapes, stack bricks, observe and talk about numbers and colours. The childminder chooses resources well to help children learn new concepts, such as varying sized dolls to help children learn about sequencing by size.
- Children learn about keeping healthy. For example, during imaginative play with dolls and a dentist set, they begin to understand the importance of looking after their teeth. This is also instilled through stories about visiting the dentist. Children enjoy healthy snacks to further their understanding of healthy eating.
- The childminder carries out daily risk assessments of the environments used by children. For instance, she has a stair gate at the base of the stairs, smoke alarms and fire apparatus in full working order.
- Partnerships with parents are good. They are extremely positive about the level of care and education provided for their children. Effective two-way communication keeps everyone up to date about the children's individual needs. The childminder also shares ideas to help parents support their child's learning intentions at home. She provides information to help parents promote their child's good health, such as caring for children's teeth. Parents hold the childminder in high regard.
- The childminder is very keen and enthusiastic. For instance, she attends webinars, carries out internet research, and refers to Ofsted and local safeguarding websites. This helps her to build on her current knowledge and skills and enhance her good childminding service.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder successfully completes regular child protection training to update her awareness of local and wider safeguarding issues, for example breast ironing and child trafficking. She has a secure understanding of the signs that children may be influenced by other people's extreme views or be at risk of harm or abuse. She knows the indicators of abuse and has a thorough knowledge of the procedures to follow if she has a concern about a child's welfare. Children learn about personal safety. The childminder points out possible hazards in the local community and teaches children about road safety.

## What does the setting need to do to improve?

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

- plan more precisely for babies to ensure appropriate equipment is made available to support and extend their large-muscle skills.

## Setting details

<b>Unique reference number</b>	141518
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10264110
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	23 May 2017

## Information about this early years setting

The childminder registered in 2001. She lives in New Bradwell, Milton Keynes. The childminder offers care Monday to Thursday, all year round from 7.30am to 6pm, except for bank holidays and family holidays.

## 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 childminder spoke to the inspector about their intentions for children's learning.
- During the inspection, the inspector spoke to and interacted with the children. The inspector took account of the views of parents through written feedback.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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