

Childminder report

Inspection date: 18 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form positive relationships with the childminder. They show that they feel happy and secure in her care. For example, children seek the childminder out for a cuddle and declare how they 'love her very much'. Children are cared for in an organised, homely setting and the childminder has made improvements since the last inspection to create a well-thought-out environment. For example, children particularly enjoy snuggling on the sofa to share stories in the cosy book area.

Good arrangements are in place to support children who speak English as an additional language. For example, the childminder finds out about children's home language vocabulary. She uses visual picture prompts and simple signing to support young children's language development.

Overall, children behave well. The childminder and her assistant support them to share, and children are learning to understand the language of emotions. For example, after a minor tussle over a toy, one child is able to reflect that she feels 'sad', and the childminder's assistant reminds children sensitively of their expected behaviour. Children show a strong disposition for learning. They are excited and motivated by the activities on offer and are keen to join in. For example, they enjoy scooping and adding a range of dried foods into bottles. They are curious to see what happens when they add water and food colouring and whether it will make a different noise.

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

- The childminder has successfully addressed the previous inspection outcomes and made appropriate improvements. She has undertaken further training to secure her knowledge in regard to any allegation made against household members and has a secure understanding of when to make a notification to Ofsted.
- The childminder knows the children well and has a clear picture of their learning and progress. She has started to develop her curriculum and to think about what she wants children to know and learn. However, this is not yet fully developed to ensure that children make the best possible progress in their learning and development and build the knowledge and skills they need for their future learning and success.
- Children begin to manage their own self-care needs well. For example, the childminder teaches them how to wash their hands ahead of mealtimes and put their own shoes and coats on. Children use spoons to feed themselves at mealtimes. This helps them to become more confident and independent.
- Parents speak highly of the childminder. They report that the childminder communicates well with them. For example, the childminder sends parents

regular photos and comments about what their children have been doing. She also reflects on further ways to improve partnership working. For example, she has introduced a board that displays pictures of activities children have undertaken at her setting. However, the childminder acknowledges she could further extend this to offer parents suggestions on how they can support their child's learning at home.

- The childminder supports children's physical development effectively. For example, children partake in a daily rhyme session where children sing along to well-known songs and undertake the actions, such as 'Heads, shoulders, knees and toes'. Additionally, children explore the outside area, where they learn to balance on beams, jump through hoops and make marks on the chalkboard.
- Children generally behave well. On occasions, they struggle to share resources. The childminder and her assistant manage this well and offer suggestions to help children resolve their issues. They provide suitable explanations to support children to develop a deeper understanding of the rules and boundaries. The childminder and her assistant are good role models for children.
- The childminder has effective systems in place to support her assistant and ensures that she has the appropriate knowledge and skills to undertake her role. For example, her assistant has undertaken recent training to support her delivery and understanding of the early years foundation stage. In addition, the childminder and her assistant undertake online training, such as webinars, to support their ongoing professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep all children in her care safe from harm. She has a good knowledge of child protection issues and knows how to identify the possible signs of abuse and neglect and how to report any concerns that she may have about a child. This includes the action the childminder should take if there were an allegation made against her, her assistant or any household member. In addition, the childminder regularly updates her safeguarding knowledge through training. She ensures that her assistant has a good knowledge and understanding of safeguarding, completes appropriate training and would know what to do if she had any concerns about children.

What does the setting need to do to improve?

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

- develop further the intentions of the learning experiences so children practise the skills they need for their future learning
- strengthen ways to further help parents to be able to support their child's learning at home.

Setting details

Unique reference number	141292
Local authority	Milton Keynes
Inspection number	10246118
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 11
Total number of places	12
Number of children on roll	9
Date of previous inspection	8 June 2022

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 three years.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector held a discussion to understand how the early years provision and curriculum are organised.
- Parents shared their views through written and verbal feedback. The inspector took these views into account.
- The inspector observed children as they were engaged in a variety of activities and assessed the impact that this had on children's learning.
- The childminder and inspector carried out a joint observation of an adult-led activity delivered by the assistant.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household. She also spoke to children, the childminder and her assistant at appropriate times throughout the day.

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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