

Childminder report

Inspection date: 21 November 2023

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 settled, happy and confident in the childminder's care. They thoroughly enjoy their time in the childminder's cosy home. The childminder helps them feel safe and secure by building warm relationships with them and following routines that help children know what is going to happen next. For example, children learn how to get ready for story or snack times. Children behave appropriately for their age. The childminder teaches them to listen to what she says and be helpful and considerate.

The childminder knows children very well and is committed to helping them learn lots of new things during their time with her. She clearly identifies any gaps in children's skills or knowledge and what they need to learn next. Children consistently hear words and phrases spoken clearly, and relevant to what they can see or are doing. The childminder holds lots of back-and-forth conversations with children, adapting what she says to the interests and stage of development of each child. This helps all children develop their vocabulary and grow in confidence to express their views and needs. It also gives children the skills they need to ask questions and develop well into curious and inquisitive learners.

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

- The childminder clearly identifies what children need to learn next. She recognises gaps in children's skills that impact on their ability to do things for themselves. For example, she identifies the specific skills children need to learn to be fully independent in getting ready to go outside. This enables the childminder to target her support where children need it most.
- The childminder wants to ensure children have a breadth of experiences across the different areas of learning as described in the Statutory framework for the early years foundation stage. Sometimes, this leads to her over complicating some activities, impacting on her ability to focus her teaching precisely on what children will most benefit from learning next.
- Children develop a genuine love of books and stories. This is because the childminder prioritises reading to children and plans this aspect of the curriculum especially well. She teaches children the skills they need to enjoy books for themselves, such as to turn pages and look at the illustrations. The childminder embeds children's learning by revisiting favourite books, to enable children to retell and talk about the stories. These skills prepare children well for more formal reading and writing learning at school.
- The childminder supplies a wide range of toys and resources, based on the interests and learning needs of the children. However, at times, these resources are not organised effectively to enable children to choose what they would like to explore. The abundance of toys on offer hinders, rather than helps, children's

ability to maintain focus and use the resources in meaningful ways.

- Children develop a strong set of self-help skills. The childminder teaches children well how to do things for themselves. Children become increasingly independent in meeting their own personal care needs. They do this confidently and happily. This also helps raise children's self-esteem as they are proud of what they can do.
- The childminder is very inclusive in her approach. She makes all children feel equally welcome and plans her week, so that all children benefit from the same range of learning experiences. For example, she changes from week to week which activities she does on which days, to ensure children who attend on different days do not miss out on fun and useful activities, such as baking.
- Partnerships with parents are a real strength of the childminder's practice. She helps parents continue children's learning at home by sending home resources, such as books and words to rhymes and songs. This enables parents to further help children remember stories and songs they are learning with the childminder. Parents are full of praise for the progress their children make in the care of the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises children closely and ensures her home is a safe and secure place, suitable for the care of young children. She understands her responsibility to protect children from harm. She knows how to recognise the signs that may indicate a child is at risk. She knows how to share any concerns, to keep children safe. She knows what to do if there was ever an allegation made against her or a household member.

What does the setting need to do to improve?

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

- focus more precisely on what children will most benefit from learning next when planning and delivering some learning experiences
- improve opportunities for children to choose what to do and engage in purposeful self-chosen play.

Setting details

Unique reference number	150024
Local authority	Milton Keynes
Inspection number	10305009
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 February 2018

Information about this early years setting

The childminder registered in 2001 and lives in Springfield, Milton Keynes. She operates all year round from 8am until 5pm, Monday to Thursday. The childminder offers funded education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the childminder.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- 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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