

Childminder report

Inspection date: 6 March 2024

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 feel safe and secure in this comfortable and welcoming setting. The childminder forms positive relationships with the children, who are happy, settled and behave well. They demonstrate that they feel secure by moving independently around the environment and choosing what they want to play with. The childminder offers continual praise and encouragement, and children develop good levels of confidence and self-esteem.

Children are motivated to learn. They listen to the childminder when she explains and shows them how to do things, and they are inspired to try things for themselves. For instance, children learn how to fill containers to make sandcastles. They develop control of their movements as they fill the containers with sand and turn them upside down.

Children have access to resources that allow them to play creatively. For example, toddlers play with trains and learn how they move. Children make good progress in their learning and benefit from stimulating learning experiences. For instance, as they explore kinetic sand, they enjoy feeling the texture and moulding it into shapes. Children gain an understanding of the world as they paint butterflies and make flowers. The childminder talks about the flowers' stems, and children examine the colourful paper petal shapes with interest.

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

- The childminder uses ongoing assessment effectively to support her in planning for children's future learning. She uses children's interests in her activity planning. The childminder has a clear understanding of how to monitor children's progress and identify gaps in their learning. She uses her knowledge to develop children's next steps in learning, which she shares with parents. The childminder supports children to make good progress.
- Children visit the local community and learn about the wider world around them. They build on their awareness of others and learn about respecting individuals. They enjoy visiting the library, where they can listen to stories and explore books. They have fun and make new friends when they attend play-and-stay sessions. These activities help children to develop their social skills and confidence.
- Parents feel that their children have made progress at the childminder's setting. For example, they have learned how to follow instructions and have developed good physical skills. The childminder gives parents information about their children's day and progress, including a detailed check when they are two years of age. She works with parents to encourage children in their personal care and self-help skills. For example, children learn to feed themselves.

- Children concentrate well with the childminder's gentle support. For instance, they spend some time exploring dripping glue as they make cards for Mother's Day. The childminder makes suggestions and encourages them to keep trying. Children explore the outdoor play space with interest. They learn how to crawl through tunnels and throw beanbags onto targets. However, the childminder does not make the most of opportunities to extend and reinforce children's learning in mathematics, for example their understanding of number as they play.
- The childminder promotes children's language skills well. She joins in play and uses positive language and tone of voice when speaking to show that she is interested. The childminder talks to children about what they are doing and asks questions to help them think about their play and remember previous experiences. She repeats words back to them clearly. Children hear and learn to use correct speech sounds. However, the childminder does not plan as successfully to support other aspects of children's literacy skills, such as early writing, to help children develop a broad basis for their future learning.
- The childminder uses various opportunities to support children's healthy lifestyles. Children take regular walks in the community and have daily outdoor play to exercise and build on their physical development. The childminder talks to children about healthy food choices and ensures that they drink water at regular intervals. She encourages children to become more independent. For example, the childminder reminds children about the importance of washing their hands before eating, especially after playing in the garden.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve the support available for children to develop their mark-making and writing skills
- develop teaching to consistently promote children's early number and mathematical skills even more effectively.

Setting details

Unique reference number	155247
Local authority	Milton Keynes
Inspection number	10317279
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	16 May 2018

Information about this early years setting

The childminder registered 2001. She lives in central Milton Keynes, Buckinghamshire. She holds an appropriate childcare qualification equivalent to level 3. The childminder offers care on Tuesday and Wednesday, from 9am to 5pm, for most of the year.

Information about this inspection

Inspector

Kate Robertson

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 their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together around the areas of the childminder's home used for childminding.
- The inspector talked to the childminder at convenient times during the inspection to discuss her practice.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- The inspector and childminder discussed an activity and talked about how it supports children's learning.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact these had on children's learning.
- During the inspection, the inspector spoke to and interacted with the children.

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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