

Childminder report

Inspection date: 28 January 2025

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| 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 settle well and enjoy their time in this homely environment. The childminder gets to know the children well, forming nurturing bonds. This helps children to feel safe and secure. Children explore an inviting environment that allows them to make choices in their play and learning. For instance, children develop their imaginations as they pretend to cook meals for each other in the play kitchen. The attentive childminder is always close by to support and extend their learning.

Children enjoy being outside in all weathers. They learn to be independent as the childminder encourages them to put on their puddle suits and boots before going outside. They enjoy using the space to practise their physical skills, such as climbing, riding trikes and running safely. Inside, children learn to balance and stretch as they take part in yoga sessions. Children cheer each other on and are praised for their efforts when they succeed. Children learn to behave well. The childminder helps children follow simple rules and understand how to keep themselves and others safe. For example, children learn to wait and take turns when playing on equipment. The childminder encourages children to tidy away toys and help to clean the table after painting. This helps children to learn about being responsible and develop a positive attitude towards learning.

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

- The childminder knows the children well. She observes children's play and identifies their interests and levels of development. She uses this information to plan and provide an interesting curriculum that builds on what children already know and can do. Overall, planned activities appropriately support children's next steps in learning. However, some activities are occasionally pitched too high for some children, resulting in these children losing interest.
- Overall, children's communication skills are well supported. The childminder talks to children as they play and introduces new words to extend their vocabulary. She reads to children regularly and asks them questions about what might happen next in the story and how the characters are feeling. This helps to promote children's love of books and supports their developing language. However, the childminder does not consider the appropriate use of dummies or the potential negative impact these can have on younger children's developing speech.
- The childminder supports children's physical well-being effectively. She promotes healthy eating and uses books and activities to teach children about good oral health. She supports children with toilet training and teaches good hygiene routines. For example, children independently wash their hands after using the toilet and before eating.

- Children enjoy helping the childminder to care for pets. They learn the importance of respecting animals and only petting them when given permission. Children carry out daily care routines, such as filling water bottles and feeding the guinea pigs. This helps children to develop their knowledge of how to care for living things and keep themselves safe.
- The childminder helps children to understand about the world around them. She plans activities to support children's understanding of different cultures and various festivals. Children visit playgroups, parks and shops. They attend local singing groups and go on planned trips and outings. This ensures that they learn about the local community in which they live and fosters their understanding and appreciation of their similarities and differences with others.
- Partnerships with parents are strong. The childminder shares information about children's progress through daily conversations and sharing photos and progress reports. She encourages parents to be involved in their children's learning as she shares ideas for parents to continue learning at home. Parents report that their children enjoy attending and feel very much at home with the childminder.
- The childminder is reflective and seeks feedback from parents, other childminders and professionals to assist in her evaluation of her provision. The childminder completes mandatory training as well as additional online training to enhance her practice. For example, she has recently taken part in outdoor learning training.

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:

- develop the planning of activities for younger children so the intended learning outcome is more appropriate for their abilities
- strengthen support to help younger children develop their speaking skills.

Setting details

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| Unique reference number | EY297263 |
| Local authority | West Northamptonshire |
| Inspection number | 10367490 |
| 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 3 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | 11 February 2019 |

Information about this early years setting

The childminder registered in 2004 and is located in Deanshanger, Milton Keynes. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for children.

Information about this inspection

Inspector

Charmaine Cayton

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder with the inspector.
- 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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