

# Childminder Report

**Inspection date**

26 September 2016

Previous inspection date

4 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are enthusiastic learners and they take part in many activities, which help them acquire good knowledge and skills. All children make good progress.
- The childminder knows the children well. She monitors their development effectively, identifies any gaps in their learning and then helps children to catch up with their peers.
- The childminder supports the good health of the children. She encourages children to eat healthy snacks and meals, and they experience fresh air and exercise to develop good physical skills.
- The childminder has good partnerships with parents and others involved in the children's lives to complement their learning further.
- The childminder's self-evaluation helps her to recognise and make changes to improve outcomes for children. Since the last inspection, for example, she has improved the monitoring of children's progress, partnerships with parents, extended toys and resources and provided children with challenging experiences.

### It is not yet outstanding because:

- Occasionally, the childminder does not make the best use of opportunities to support early literacy skills, particularly boys' interest in early writing.
- The childminder does not fully encourage children to express themselves and use their imaginations through, for example, music and dance.

## What the setting needs to do to improve further

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

- place more emphasis on developing children's early literacy skills, boys in particular, so that their progress is accelerated even further
- offer more opportunities for children to express themselves imaginatively through music and movement.

### Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's records and planning, and discussed the childminder's policies and procedures.
- The inspector took account of the written views of parents.

### Inspector

Kim Mundy

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues and procedures to follow if she has concerns about a child's welfare. She provides safe and secure environments for children, so they play and explore with ease. The childminder develops her professional knowledge. For example, she has regular contact with other early years professionals to share good practice and attends training courses. The childminder keeps parents up to date about their children's progress through sharing assessments and regular meetings. She also shares ideas and resources, for example, to support parents in extending their children's learning and development at home.

### Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and progress. She plans stimulating environments both indoors and outdoors to help children make good progress in all areas of learning. Activities are based on the children's individual interests and capture their attention. The childminder teaches children about the world in which they live. For example, children are highly involved in imaginative play involving people who help us, such as police, firefighters and doctors. They learn to use a wide range of tools and find out how things work as they explore different fastenings, medical instruments and work-bench tools.

### Personal development, behaviour and welfare are good

Children are happy and they develop close bonds with the childminder. For example, they snuggle up to enjoy a story together. The childminder helps them to manage any little issues which arise. She makes suggestions about how they might consider resolving situations, such as sharing. Children are polite, kind and considerate towards one another. Children learn about keeping safe, for example, they tidy away their toys so they do not become a tripping hazard. Children learn about themselves and others important in their lives, as well as other people's beliefs. They develop good physical skills, for example, as they balance on logs, build with crates, climb and slide.

### Outcomes for children are good

All children make good progress. They learn skills which help them to reach their next stage of learning and for starting school. Children learn to play very well together and develop good independence skills. For example, they know where to hang their coat and recognise their name on their peg. Children are confident to let their needs be known. Children make good progress in mathematics and the childminder tailors activities according to their level of understanding. She provides challenges for example, by introducing fractions, such as halves and quarters.

## Setting details

<b>Unique reference number</b>	141697
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1055614
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	4 February 2014
<b>Telephone number</b>	

The childminder registered in 1996. She lives in Two Mile Ash, Milton Keynes. The childminder offers care on Monday to Friday from 6am until 7pm, for most of the year.

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