

Childminder Report

Inspection date

8 February 2017

Previous inspection date

25 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The childminder encourages children's language development well. For example, she encourages children to talk about the stories they enjoy. She talks to children about their play and introduces new vocabulary.
- Children are settled, confident and happy. They feel emotionally secure and are ready for the next stage of their learning.
- The childminder provides a warm and inviting learning environment, where children are motivated to learn and make independent choices in their play.
- Children behave well. The childminder uses effective strategies, such as praise and explanation, to teach children to respect others and to be kind and thoughtful.
- The childminder recognises the importance of ongoing professional development to help her raise standards and improve outcomes for children. She uses self-evaluation effectively to make ongoing improvements to her practice.

It is not yet outstanding because:

- The childminder's observations and assessments do not precisely reflect on children's achievements to help her plan more effectively for children's next steps in learning and help them make rapid progress.
- The childminder has not developed secure partnerships with other settings children attend to share information and build on what children know and can do elsewhere.

What the setting needs to do to improve further

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

- develop observations and assessments to reflect more precisely on children's achievements and plan more effectively for children's next steps in learning to help them make rapid progress
- improve partnerships with other settings to share what children know and can do and to provide a consistent approach to their care and development.

Inspection activities

- The inspector viewed all areas of the property used for childminding and sampled some documentation.
- The inspector spoke to the children and to the childminder at appropriate times throughout the inspection.
- The inspector observed a planned activity with the childminder and discussed it afterwards.
- The inspector observed the interactions between the childminder and the children.

Inspector

Anne Mitchell

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a secure knowledge and understanding of safeguarding matters. She uses online training to keep her knowledge up to date and knows how to identify and report any concerns about a child's welfare. Safeguarding is effective. The childminder has regular discussions with other childminders to share good practice and attends local training courses. She uses what she has learnt to benefit children. For example, following recent training the childminder developed activities for younger children to enable them to explore a broader range of textures and materials, and support their curiosity and exploration. The childminder has maintained her strong practice since the last inspection. She demonstrates a good commitment to continuously improve outcomes for children. For example, she is planning more opportunities for children to learn outdoors and explore the natural world, such as through making use of the family allotment.

Quality of teaching, learning and assessment is good

The childminder has strong partnerships with parents. She monitors children's progress well overall, and informs parents about their children's development regularly. The childminder uses children's interests effectively to introduce many areas of learning. For example, she shows children the pictures of sea animals in a favourite book. Children learn the word 'walrus' and count how many walruses they see in the picture, as the childminder talks about what they eat and where they live. Later, children are excited as they find a model walrus in the sand tray and remember the name. The childminder encourages children's early writing skills through activities, including the use of chalks and painting.

Personal development, behaviour and welfare are good

The childminder is caring and sensitive to children's needs. Children feel emotionally secure and explore the learning environment with confidence. The childminder follows children's home routines and responds sensitively to their needs. For example, she knows when younger children need to be changed or are feeling hungry or thirsty. Children learn about the importance of a healthy lifestyle. For example, they have good opportunities for outdoor play, and enjoy local walks and visiting playparks.

Outcomes for children are good

Children are happy and confident in the childminder's care. They develop the skills they need for the next stage of their learning and for school. For example, children take a keen interest in books and stories. They are enthusiastic learners who show a strong interest in their play and activities. For example, children have fun digging and finding treasure in the 'seaside' the childminder has created in the sand tray. Children enthusiastically discover the buried gold, counting the coins with confidence.

Setting details

Unique reference number	EY460322
Local authority	Milton Keynes
Inspection number	1063397
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 7
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	25 November 2013
Telephone number	

The childminder registered in 2013. She lives in Bolbeck Park in Milton Keynes, Buckinghamshire. The childminder's provision is open all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays.

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