

# Childminder Report

**Inspection date**

20 February 2017

Previous inspection date

20 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 has a strong understanding of the progress children make. She routinely reviews children's learning to identify any gaps in their development that may need some additional support. Children make good progress from their starting points.
- Children are happy and show positive self-esteem. They have good relationships with the childminder and her assistant that help them feel emotionally secure.
- The childminder reflects on the quality of her provision well. She gains parents' and children's views to guide continuous improvements to benefit children.
- The childminder and her assistant skilfully develop children's communication and language development, for example, with meaningful conversations and skilful questioning.
- The childminder regularly exchanges information with parents about children's new achievements, to maintain good relationships and provide a consistent approach to children's learning.

### It is not yet outstanding because:

- The childminder has not established highly effective partnership working with other providers, to help achieve a more shared approach to children's learning.
- The childminder does not fully provide a wide range of exciting experiences and activities that extend the children's learning, particularly for those who prefer to learn and play outside.

## What the setting needs to do to improve further

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

- extend the good partnerships with other settings that children attend to share a wider range of information that helps support the continuity of children's learning even more
- build on the range of play experiences that motivate children's learning and development, particularly for those children who prefer to be outside.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She spoke with the childminder, her assistant and the children throughout the inspection.
- The inspector had a tour of the areas used for childminding. She also completed a joint observation with the childminder.
- The inspector checked evidence of the childminder's qualifications and training certificates, including evidence of the childminder's and her assistant's suitability.
- The inspector discussed the childminder's self-evaluation, and assessment and planning methods.
- The inspector took account of parents' written views about the quality of the provision.

### Inspector

Amanda Perkin

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder works well alongside her assistant. She effectively supports her assistant and, for example, encourages her to attend training that improves her knowledge and skills. This has a positive impact on her quality of teaching and children's learning. The childminder improves her knowledge and skills well. For example, she accesses training and uses online resources. This helps to improve the quality of the provision. Safeguarding is effective. The childminder and her assistant regularly update their knowledge of child protection to guarantee that they have a secure understanding of the procedures to follow, should they have concerns about a child's welfare.

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

The childminder and her assistant know the children well. They provide a wide range of enjoyable opportunities to meet their needs and interests. For example, children enjoy making their own glitter sensory bottles and the childminder and her assistant talk to them about what happens to the glue and glitter as they mix them. The childminder observes children and makes accurate assessments about what they know and can do. She uses information from her observations well to help her plan children's next steps in their learning. For instance, she encourages children's interest in reading as she regularly reads stories with them. Children are keen to choose books to share together.

### Personal development, behaviour and welfare are good

The childminder knows children well. She supports them to learn about healthy lifestyles. For example, she discusses healthy food choices with them. The childminder plans opportunities for children to develop their physical skills. For instance, she takes children to visit local parks where they learn to climb and balance. Children participate in a good variety of experiences that effectively increase their awareness of the wider world and diversity. For example, children chat enthusiastically about the Chinese New Year celebrations and proudly display the dragons they have made. The childminder helps children develop a good understanding of keeping themselves safe through a variety of activities, such as practising and having discussions about safe emergency evacuations.

### Outcomes for children are good

Children understand that words carry meaning. For example, they tell the childminder and her assistant what they have 'written' on their paper. Children learn letters and the sounds they make, and start to write familiar words, such as their names. Children frequently use numbers in their play and begin to count confidently, ready for their future learning in mathematics. Children are imaginative and confidently initiate play with others. Children are kind and behave well. All children learn the skills that they need for their next stage in learning and for school.

## Setting details

<b>Unique reference number</b>	141292
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1061455
<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 - 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 August 2013
<b>Telephone number</b>	

The childminder registered in 1998 and lives in Bletchley, in Buckinghamshire. The childminder provides care on weekdays for most of the year, including out-of-school care. She works with a full-time assistant. The childminder receives funding to provide free early education for children aged four years.

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Piccadilly Gate  
Store St  
Manchester  
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