

# Childminder Report

<b>Inspection date</b>	8 February 2018
Previous inspection date	2 June 2015

<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 experienced childminder has a good knowledge and understanding of how children learn. She supports their play and learning well to help them to make good progress.
- Children show that they have a warm and secure relationship with the childminder. This has a positive impact on their emotional well-being. The childminder gets to know the children well and is very responsive to their individual needs.
- The childminder organises her home efficiently and children access the areas and resources safely. She completes daily checks of her home to ensure that all areas used by the children are safe and suitable.
- Children have daily opportunities for fresh air and exercise. This helps to promote their good health and support their physical well-being.
- The childminder ensures that children receive a wide variety of experiences in her home and on outings. For example, she attends local groups with the children and plans trips to places such as the canal, soft-play area and park. These successfully broaden children's knowledge of the wider world and help to extend their social skills and confidence as they meet with other adults and children.

### It is not yet outstanding because:

- The childminder does not engage all parents effectively enough in their children's learning to promote better consistency between the setting and home.
- The childminder does not check all children's progress robustly enough to enhance planning and help them make rapid progress.

## What the setting needs to do to improve further

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

- engage all parents to be fully involved in their children's learning, to share what children learn at home, to promote more consistency between the setting and home
- strengthen the monitoring of all children's progress to further enhance planning for their future learning so they have opportunities to make rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and looked at relevant documentation, such as records of children's learning and development and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of her assistant and persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to providing children with good-quality care and learning experiences. She reflects on her practice to identify ongoing improvements. The childminder reviews activities she plans for the children. She monitors how well they went so she can plan ways to improve them further. The childminder attends training to enhance her skills. She regularly meets with other childminders and keeps up to date with developments in childcare practices to improve outcomes for children. Safeguarding is effective. The childminder understands the importance of keeping children safe and protected from harm. She has a clear understanding of safeguarding procedures and knows what to do should she have any concerns about children's welfare.

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

The childminder carefully organises her home so that children have opportunities to play with a wide range of toys and resources. Children build their confidence as they actively explore their environment and make choices for themselves. For example, in the outdoor area they paint at the easel and eagerly explore ice, using tools to free coloured shapes. The childminder provides support when required. She recognises when children begin to lose interest in activities, and extends their learning further or redirects their play. The childminder supports children well in developing their language and communication skills. For example, she gets down to the children's level and talks to them as they play. The childminder models language and adds new words into children's vocabulary. She uses opportunities to incorporate numbers, shapes and colours into children's play.

### Personal development, behaviour and welfare are good

Children demonstrate that they are happy and very comfortable in their environment. The childminder routinely provides praise and encouragement as she recognises children's efforts and achievements. This enables children to develop their sense of self-esteem and confidence. Children develop a practical sense of responsibility as they help the childminder to tidy away toys before starting another activity. They learn about each other's similarities and differences, other cultures and ways of life outside of their own experiences. The childminder teaches children safe practices, such as crossing roads, so they learn to identify risks for themselves. She supports children to prepare emotionally for the next stage in their learning. For example, they become familiar with other settings when they accompany the childminder to collect older children from school.

### Outcomes for children are good

Children gain many skills that they need in preparation for the next stage in their learning, such as nursery or starting school. For example, they develop self-care skills and learn about healthy practices, such as handwashing before snacks and meals. Young children are inquisitive as they investigate musical instruments. They enjoy opportunities to develop their physical skills, for example, as they move to musical rhymes. Children of all ages have many opportunities to develop their early writing skills.

## Setting details

<b>Unique reference number</b>	150024
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1089772
<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>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 June 2015
<b>Telephone number</b>	

The childminder registered in 2001 and lives in Springfield, Milton Keynes. She operates all year round from 8am until 5.30pm from Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

