

Childminder report

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| Inspection date | 20 November 2018 |
| Previous inspection date | 20 March 2014 |

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

The provision is good

- The childminder builds warm and trusting relationships with children, and children show good levels of well-being.
- The childminder focuses well on the most important aspects of learning for younger children. She plans effectively to help them develop their physical skills, such as crawling and early walking. She models clear language and sounds for them to hear and begin to copy back.
- The childminder builds warm partnerships with parents. For example, she finds out about, and follows, children's care routines from home to provide continuity and help them feel settled and secure.
- Children make good progress during their time with the childminder. Younger children gain important skills in preparation for their future learning. Older children manage the move to school or nursery well.

It is not yet outstanding because:

- The childminder does not find out as much as she could about the progress children have already made before they start in her care, to assist her to begin monitoring their progress right from the start.
- The childminder does not consider fully the impact of background noise, such as the television, on children's ability to focus and concentrate well on their play and learning.

What the setting needs to do to improve further

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

- find out more about what children already know and can do before they start, to help monitor their progress even more precisely
- provide children with a calm learning environment that supports fully their ability to focus on their learning.

Inspection activities

- The inspector observed children and the childminder in the childminder's home.
- The inspector discussed the learning that was taking place with the childminder.
- The inspector discussed with the childminder her knowledge and understanding of risk assessment, first aid and safeguarding.
- The inspector took account of the views of parents.
- The inspector looked at documentation, including children's records and the childminder's policies.

Inspector
Sarah Holley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to keep children safe. She ensures that her home is safe and secure. She keeps her safeguarding knowledge up to date and is able to recognise and respond to any concerns about a child's welfare. She makes suitable use of professional development opportunities and self-evaluation to reflect and maintain good standards of teaching and care for all children. For example, she has improved how she sets out toys and resources to encourage children to make their own choices about what to do.

Quality of teaching, learning and assessment is good

The childminder makes regular assessments about each child's learning. She plans well to help each child achieve what they need to learn next. For example, as younger children begin to crawl and pull themselves to standing, she sets out their favourite toys in ways that encourage them to move towards them. She builds on children's current interests well to extend their learning. For example, when younger children show an interest in toy animals she imitates the sounds that they make and describes what they look like. She encourages them well to develop their hand-to-eye coordination, such as by passing toys back and forth to her.

Personal development, behaviour and welfare are good

The childminder is caring and kind. Children seek reassurance from her when a little unsure. She offers lots of cuddles and soothing words. Children are soon happy to continue playing and exploring. She gives clear messages to children about acceptable behaviour. Children behave well for their age. She meets children's care needs well. For example, she encourages children to eat healthily and to drink regularly. She takes note of when children need to sleep, and settles and soothes them to sleep.

Outcomes for children are good

Babies and very young children learn to move their bodies in different ways. They learn to make their needs known through gestures and sounds, and begin to copy words and familiar expressions. They learn to feed themselves and to make choices about what to do. As the move to school approaches, older children learn useful self-help skills, such as to put on coats and shoes. They learn to count and recognise numbers, and to enjoy books and stories. All children learn about their own and others' cultures. They develop into curious and inquisitive learners.

Setting details

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| Unique reference number | EY467931 |
| Local authority | Milton Keynes |
| Inspection number | 10068962 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 - 0 |
| Total number of places | 6 |
| Number of children on roll | 1 |
| Date of previous inspection | 20 March 2014 |

The childminder registered in 2013 and lives in Milton Keynes. She offers care all day on Monday to Friday, throughout the year. She is registered to accept funding to provide free early education to children aged two, three and four years.

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