

Childminder report

Inspection date	15 January 2019
Previous inspection date	23 June 2015

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

This provision is good

- The childminder knows the children in her care well. She plans appropriate activities to support their learning and next stages of development. The childminder supports children who speak languages other than English well. For instance, she learns and uses basic words and also songs in other languages.
- The childminder has a good understanding of the specialists that she can consult to support children's learning. She signposts parents promptly to support when children need it.
- The childminder tracks children's progress effectively. She analyses children's development each term. This helps her to identify any gaps in children's learning and then target them in her planning.
- All children make good progress in their learning and development. They are well prepared for their eventual move to school.
- The childminder has a positive attitude towards further improving her setting. Since the last inspection she has made further improvements to her garden to make it more accessible for children. She talks to her assistant about how they can evaluate and reflect on the provision they offer and liaises with other childminders to share ideas. She actively seeks advice from an Early Years consultant.
- The childminder has not yet fully developed her systems for monitoring and improving the performance of her assistant.
- The childminder does not consider how she can support children to be more independent throughout all daily routines.

What the setting needs to do to improve further

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

- consider how to develop current systems for monitoring and improving the performance of the assistant
- consider how to promote children's independence skills further, in particular during daily routines.

Inspection activities

- The inspector had a tour of the parts of the childminder's home that children use.
- The inspector observed the childminder's quality of teaching and both jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She considered the written views of parents.
- The inspector checked evidence of the suitability of the childminder, looked at a selection of policies and sampled children's records. She spoke to the childminder about how she evaluates the effectiveness of her provision.
- The inspector checked evidence of the childminder's and her assistants' training and suitability. She looked at relevant documentation and evidence of the suitability of persons living in the household.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps her child protection knowledge up to date. She attends a variety of training and arranges appropriate professional development for her assistant. She discusses safeguarding with her assistant regularly. This helps to ensure that they both have a secure understanding of how to keep children safe. The childminder actively seeks face-to-face feedback from parents. She encourages children to share their views on the activities that they enjoy. She then includes these in her planning. The childminder builds positive relationships with other settings that children attend. For example, she accompanies children on settling-in visits to pre-school and schools where possible. She shares progress information with staff at other settings that children attend. This helps to support children's good progress.

Quality of teaching, learning and assessment is good

The childminder has high expectations. She reads books and childminding publications to help her improve her quality of teaching. For instance, following her own research she has recently revised her approach to planning. She now follows children's interests as they unfold and targets children's next steps in their self-chosen play. This is having a positive impact on outcomes. For example, children enjoy using chopsticks to pick up play dough noodles and place them into cups. They extend their own learning and begin manipulating play dough and using it to make their own models. The childminder supports children's own ideas, challenging them to find ways to join play dough together and demonstrating how they can make different shapes to help them. The childminder develops positive partnerships with parents. For instance, she communicates regularly with them through newsletters. She actively seeks opportunities to share children's development records. This helps parents to support their children's learning.

Personal development, behaviour and welfare are good

The childminder supports children's emotional development well. She finds out about children's home routines and follows them in her setting. For example, she works closely with parents to follow established sleep routines. She also ensures that she uses the same strategies as parents to support children to learn new care routines, such as toilet training. The childminder uses lots of praise to encourage children and recognise their good behaviour. Upon entry the childminder finds out about children's dietary and medical requirements. She records this information clearly and shares it with her assistant. This helps them to meet children's health needs well.

Outcomes for children are good

Children demonstrate positive attitudes to their learning and play. They interact with each other, creating story lines as they play with toy characters. They show an interest in books and follow stories intently, adding actions to them. Children engage in conversations with adults and each other. They talk about their learning and describe what they are doing. Children develop their creative skills and use one handed tools and equipment safely. They hold pens, make marks and patterns and use scissors to help them make Chinese drums. Children climb up and down stairs steadily using alternate feet.

Setting details

Unique reference number	EY386324
Local authority	Milton Keynes
Inspection number	10060563
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	12
Number of children on roll	7
Date of previous inspection	23 June 2015

The childminder registered in 2009. She regularly works with an assistant, and she occasionally works with a second assistant. The childminder offers care Monday to Friday 8am to 6pm, for most of the year. The childminder accepts funding for the provision of free early education for children aged two, three and four years. She holds an appropriate childcare qualification at level four. One assistant is unqualified and one holds a qualification at level six.

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