

Childminder report

Inspection date	8 May 2019
Previous inspection date	16 February 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 makes good use of professional development opportunities to develop her teaching skills further. For example, she uses her improved understanding of phonics to teach children accurately about letters and the sounds they represent.
- Partnerships with parents are good. The childminder works closely with them to find out about children's interests and skills when they first start. This helps ensure that she can begin to plan for their individual needs from the start.
- Children make good progress. They gain a secure set of skills in preparation for their future learning and starting school.
- Children show good levels of well-being. They show that they are confident and happy in the childminder's home.
- The childminder is effective in helping children listen, answer questions and take turns. For example, she plans daily adult-led activities. Children listen carefully to what she says and enjoy taking turns to answer questions and share their own knowledge.
- The childminder does not fully consider the ages of children when deciding what resources and toys to make available indoors. For example, some resources are more suited to the needs of younger children and do not extend fully older children's progress and engagement.
- The childminder does not consistently build effective partnerships with other settings that children also attend, in order to enable her to share information about learning and development.

What the setting needs to do to improve further

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

- review the indoor learning environment, to encourage further older children to make meaningful choices and engage in challenging learning during periods of independent play
- improve links with staff at other settings to support further children's learning and share information about their progress and developing needs.

Inspection activities

- The inspector saw the parts of the childminder's home she uses when childminding and discussed arrangements for identifying and minimising risks.
- The inspector observed children and the childminder and discussed the quality of the teaching and learning.
- The inspector took account of the views of parents.
- The inspector discussed the childminder's understanding of safeguarding and child protection issues.
- The inspector looked at documentation, including children's records and the childminder's qualifications and policies.

Inspector

Sarah Holley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a thorough understanding of child protection matters. She knows what to do if she is concerned about a child's welfare. She ensures her home is safe and secure. She takes suitable steps to review her practice and improve what she does. For example, she has developed further learning experiences for children outdoors. She keeps parents well informed about their child's progress so that they can build further on children's learning at home. The childminder monitors children's progress thoroughly. She is able to swiftly identify any gaps in learning and plan appropriately how to help close these.

Quality of teaching, learning and assessment is good

The childminder regularly observes children in order to identify what they need to learn next. She uses this information to plan for their individual learning. She adapts well what she does to meet the changing interests of children. For example, when children are keen to listen to a different story than the one she has planned, she happily changes her plans, knowing that this will enhance children's engagement and enjoyment. She teaches well about how stories are structured. For example, she shows children the pictures and talks about how these link to the words underneath. Children enjoy joining in with repeated refrains. She delivers activities that extend children's mathematical development well. For example, children enjoy finding out how to recognise different shapes by counting the number of sides.

Personal development, behaviour and welfare are good

Children show good levels of physical well-being. The childminder incorporates lots opportunities for physical exercise into children's day. For example, children are excited to spend time outside. Indoors, they enjoy joining in with actions to songs. The childminder encourages them to exert lots of energy as they do so. She is clear and consistent about behaviour expectations. Children behave typically for their age. The childminder uses imaginative ways to teach children to be responsible and helpful. For example, children dress up in capes and use their 'super powers' to help tidy up.

Outcomes for children are good

Children develop good levels of independence in meeting their own personal needs. For example, they learn to wash their hands and manage their own toileting. They develop an interest in their own and other people's cultures. For example, they learn how people celebrate different festivals around the world. They learn to count accurately and to recognise numbers. They learn to handle tools, such as scissors, safely and effectively.

Setting details

Unique reference number	EY483900
Local authority	Milton Keynes
Inspection number	10064865
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 February 2016

The childminder registered in 2014. She lives in Fishermead, Milton Keynes. The childminder offers care Monday to Friday, from 8.30am until 6.30pm, for most of the year. She is registered to receive funding to provide early education to children age two, three and four years.

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