

Childminder report

Inspection date	12 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Children enjoy the childminder's company and form strong attachments with her. They develop good independence skills. This has a positive impact on children's emotional well-being and sense of security.
- The childminder forms effective partnerships with parents and other professionals. She shares information regularly to help ensure continuity in children's care and to promote their good learning. Children make good progress from their starting points.
- The environment is well organised and resources and equipment are easily accessible to children. This helps to promote their independence skills and enables them to make choices during their play.
- The childminder helps children learn to manage their own behaviour and emotions well. For example, she encourages children to take turns and provides clear explanations about expected behaviour. Children behave well.
- The childminder does not consistently use her assessments of children's development to monitor and track their progress more precisely.
- The childminder does not make the best use of opportunities for younger children to develop and practise their early number and mathematical skills.

What the setting needs to do to improve further

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

- strengthen the systems for tracking and monitoring children's progress over a period of time to further improve planning for children's next steps in learning
- ensure that younger children have plenty of time to practise their number and mathematical skills, by recognising and building on the opportunities that occur in children's everyday play and activities.

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 carried out a joint evaluation of an activity with the childminder.
- The inspector reviewed the areas of the premises used for childminding.
- The inspector took account of the written feedback from parents.
- The inspector looked at children's records and a range of other documents, including policies, procedures and evidence of the suitability of adults living in the household.

Inspector

Kate Robertson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of child protection procedures which enables her to safeguard children. She regularly checks the environment to keep it free from hazards and helps children understand how to stay safe. The childminder reflects on her practice and demonstrates a good attitude to her work with children. She seeks professional development opportunities to update her good knowledge further. For example, she has completed training on how to complete the progress check for children aged between two and three years. The childminder sources information from online early years organisations and obtains ideas from other childminders to help sharpen her teaching skills further.

Quality of teaching, learning and assessment is good

The childminder recognises opportunities to join in children's play to help extend their learning. For example, she builds on children's speech and language, helping them to extend their vocabulary as they create shapes with play dough. Children show an interest and engage well with activities. For instance, as they play enthusiastically with water, they are fascinated as they use a funnel to move water from one bottle to another. The childminder encourages children to develop a love of books and stories. For example, they look at the pictures and excitedly identify the animals they see. Children engage in imaginative play, based on their first-hand experience as they pretend to make tea and offer cups to the childminder.

Personal development, behaviour and welfare are good

Children are happy and settle quickly in the childminder's care. She is a good role model and shows patience and kindness towards children. The childminder encourages children to eat healthy food and they learn to follow good hygiene routines. She supports children's physical health and well-being. For instance, she provides opportunities for children to play outdoors and visit the local park. The childminder plans a variety of activities and outings that enable children to engage in their local community and develop their social skills. The childminder consistently praises children during play and routines, such as washing and eating. This helps to promote their self-esteem. She establishes good routines that contribute to children's self-confidence and well-being.

Outcomes for children are good

Children are making good progress in their learning and are working securely within the range of development typical for their age. They are learning to listen and talk, control their physical movements and cooperate with others. Children are confident, motivated and enjoy their learning. They are developing good levels of concentration for their age.

Setting details

Unique reference number	EY546281
Local authority	Milton Keynes
Inspection number	10103568
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	2
Number of children on roll	4
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Milton Keynes. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children.

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