

Childminder Report

Inspection date

3 November 2016

Previous inspection date

11 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 childminder is a warm and caring role model. She uses her risk assessments, and policies and procedures, to guide her good practice to help her keep children healthy, safe and secure.
- The childminder provides a welcoming and inclusive environment that helps children learn and feel emotionally secure. She plans interesting and challenging experiences that children enjoy. They are eager to take part in the activities.
- The childminder knows the children well. She knows their starting points and reviews their progress accurately, which helps her to plan for their next steps in learning.
- Children enjoy their time with the childminder. They are motivated to learn and make good developmental progress. Children behave very well and understand the childminder's expectations and the routines of the day.

It is not yet outstanding because:

- The childminder has not expanded on the ways in which she involves parents in their children's learning such as how to extend their learning at home.
- The childminder does not extend children's understanding of the wider world. For example, sometimes she does not encourage them to recall and talk about their experiences and learn about variations in the wider world.

What the setting needs to do to improve further

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

- increase the involvement of parents in their children's learning to help them build on their children's learning and development at home
- create more opportunities for children to learn more about aspects of the wider world.

Inspection activities

- The inspector observed children in their play and during their interactions with the childminder.
- The inspector spoke to the childminder about how she plans for children's individual learning and how she assesses their progress and next steps.
- The inspector sampled the childminder's documentation and children's records.
- The inspector spoke with the childminder about how she reviews her practice and how she has updated her skills and knowledge since the last inspection.
- The inspector discussed with the childminder how she plans to improve her practice further.

Inspector

Aileen Finan

Inspection findings

Effectiveness of the leadership and management is good

The childminder has reflected on her practice and made improvements since her last inspection. For example, she helps children learn how to look after themselves to support their awareness of good health and hygiene. The childminder has utilised her relationships with other providers to update her skills. For example, she has improved her understanding of how to review and assess each child's progress including the written summary of children's development aged two years. Safeguarding is effective. The childminder understands her responsibilities to protect children's welfare including, for example, those who may be at risk from extreme behaviours or views. The childminder has established good partnerships with other settings that children attend. She helps other professionals to identify children's needs, for example she compiles a development report to share when children move on to attend another setting.

Quality of teaching, learning and assessment is good

The childminder confidently interacts with children. She explains activities well and demonstrates to children how to do things to help extend their learning effectively. The childminder encourages children to choose what they want to play and helps them to build on their exploration and investigation to solve problems. She asks children questions and gives them time to consider their responses. For example, she asks what size railway carriages and trucks the children will use and if these will fit on the track. Parents are positive about the care their children receive. They write that the childminder helps their children become confident individuals.

Personal development, behaviour and welfare are good

The childminder helps children to lead a healthy lifestyle. For example, she plans a range of physical play in the fresh air such as outdoor experiences in the woods. The childminder teaches children to manage their personal care, for example they learn to wash their hands independently. The childminder provides regular opportunities for children to socialise with other children and supports them to understand about equality and diversity. She helps children learn from an early age to share and take turns. Children are respectful of each other and for their toys, for example they help to tidy up.

Outcomes for children are good

Children make good progress. They enjoy their play and have warm bonds with the childminder. Children are developing an understanding of mathematical concepts such as under and over, and big and little. Children play together cooperatively, for example taking turns to manoeuvre their toy trains. They confidently identify the colours of the trucks and count how many train engines are going over the bridge. Children learn a good range of skills and are ready for the next stage in their learning.

Setting details

Unique reference number	141446
Local authority	Milton Keynes
Inspection number	1054781
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	11 June 2015
Telephone number	

The childminder registered in 1994. She lives in the Great Holm area of Milton Keynes, Buckinghamshire. She cares for children on Monday to Thursday for most weeks of the year.

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