

Childminder report

Inspection date:

7 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The experienced childminder understands how children learn and develop. For example, she uses questioning effectively to enable children to consider if small-world figures will fit into cars. She knows children well and provides interesting activities, which help children to build on their knowledge and skills. Children who prefer to learn outside have a wealth of opportunities to explore and be physically active when they play in the garden or visit local parks.

Children are happy and settled in the childminder's warm and welcoming home. They have a very close relationship with the childminder and laugh with delight as they play with musical toys with her. The childminder encourages children to appreciate books and stories as they snuggle next to her and listen to her read. Children are confident talkers who excitedly identify the illustrations in the book. They receive lots of praise and encouragement, which help to build good levels of self-esteem.

Children have opportunities to meet with other children of a similar age and develop their social skills. For example, the childminder regularly visits local toddler groups and places of interest to enhance children's learning experiences. This also helps them to develop an understanding and respect for those who are different from themselves.

What does the early years setting do well and what does it need to do better?

- Young children engage well in their chosen activities and are motivated and enthusiastic learners. The childminder recognises opportunities to join in with children's play to help extend their learning. For example, she uses questioning effectively to enable children to consider 'how many more' when creating shapes with play dough. Children have fun making different shapes and marks in the dough. They show an interest and engage well with activities.
- The childminder supports children's language and communication skills very well. She sits with children as they play and talks to them about what they are doing. She builds on children's speech and language, helping them to extend their vocabulary. Young children communicate well and eagerly respond to simple questions and instructions.
- The childminder gives clear, consistent guidance about her expectations for children's behaviour. Children respond well to the childminder's gentle reminders about being polite and they behave well.
- The childminder understands the skills children need to learn to become ready for the next stage in their learning. She works with parents to encourage children in their personal care and self-help skills. The childminder teaches children to maintain good standards of hygiene to promote their health and well-

being. For example, children learn to go to the toilet and wash their hands independently.

- Partnerships with parents are good. The childminder liaises closely with parents to ensure they receive daily information about their child's day. They appreciate the good care and interesting experiences that the childminder provides for their children. However, the childminder does not make the best use of self-evaluation to enable her to identify key areas for improvement, including using the views of children and parents.
- The childminder plans and provides children with a good range of activities. However, during some activities the childminder does not consistently build on the skills children need to learn next, to raise their achievements to an even higher level.
- Partnerships with other settings that children attend are good. The childminder exchanges information frequently to support consistency in care and learning for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms that may indicate a child is at risk of harm. She understands how to identify and report any concerns she may have about a child's welfare. The childminder keeps her knowledge up to date and is aware of wider child protection issues. The childminder keeps the children in her care safe. She carries out regular checks of the indoor and outdoor environments to ensure that children are safe from any potential hazards.

What does the setting need to do to improve?

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

- build on self-evaluation and clearly identify key areas for improvement, taking into account the views of children and parents to enhance the provision even further
- place a sharper focus on planning more precisely for children's next steps in learning to help them make even better progress.

Setting details

Unique reference number	141525
Local authority	Milton Keynes
Inspection number	10086591
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	26 November 2018

Information about this early years setting

The childminder registered in 1988. She lives in Newport Pagnell, Buckinghamshire. She operates all year round, from Monday to Friday from 8am until 5.15pm except for bank holidays and family holidays.

Information about this inspection

Inspector

Kate Robertson

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke to children and the childminder at convenient times during the inspection.
- The inspector took account of parents' views through written feedback.
- 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.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019