

Childminder report

Inspection date	26 September 2018
Previous inspection date	29 June 2016

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

The provision is good

- Children are happy and relaxed in the homely environment. They are very well behaved, learn good manners and show respect for those around them.
- The childminder has a wide range of good-quality toys and resources to encourage children's interests, learning and development.
- The motivated childminder reflects on her practice and continually develops her knowledge and skills. For example, following outdoor play training, she introduced more natural materials to enhance children's play experiences.
- Since the last inspection, the childminder has successfully extended children's mark-making activities and she uses more mathematical language during their play.
- Parents are very pleased with their children's good progress and they enjoy receiving photographs of their children's activities during their day.

It is not yet outstanding because:

- Sometimes, the childminder does not make the best use of opportunities to help parents to extend their children's learning at home, to develop a shared approach to their learning.
- The childminder does not make the most of opportunities to extend children's understanding of themselves, their families and others, to further their understanding of the world.

What the setting needs to do to improve further

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

- explore further ideas to help parents support their children's learning at home
- increase opportunities for younger children to talk about themselves, their families and others.

Inspection activities

- The inspector observed activities in the childminder's home and in the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed and evaluated an activity with the childminder.
- The inspector looked at children's records and planning, and discussed the childminder's policies and procedures.
- The inspector took account of the written views of parents.

Inspector
Kim Mundy

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge and understanding of child protection. She knows indicators of abuse and the procedure to follow if she has concerns about a child's welfare. The childminder assesses possible safety risks and takes steps to help children stay safe and secure. She successfully assesses and plans for children's learning, and she quickly identifies where they may require extra help. She values parents input about what their children already know and can do, from the very start of their placement. When children attend other settings, such as pre-school, the childminder establishes good relationships with the children's key person, to complement their learning.

Quality of teaching, learning and assessment is good

The childminder knows the children really well and she understands how to help them make good progress. She skilfully asks questions, shows children how to do things and encourages them to persist when solving problems. For example, when young children make marks moving conkers around paint in trays, she helps them to tilt and turn the tray. The childminder models language well and she helps children to develop their good speaking and listening skills. Children enjoy stimulating indoor and outdoor activities, and they have time to play and explore at their own pace.

Personal development, behaviour and welfare are good

The childminder teaches children about the importance of leading a healthy lifestyle. She provides nutritious snacks and meals, and regularly reminds young children to drink. Children develop good physical skills, for example, they steer cars, bounce and balance on apparatus, and play ball games. The childminder helps children to explore the local community and world around them. For example, children recall seeing the animals at the farm and they visit the post office. They extend their social skills as they interact with others at pre-school groups. Children learn to keep safe, for example, the childminder gives reminders to pick up their toys so they do not become a tripping hazard.

Outcomes for children are good

Children are keen and enthusiastic learners. They are independent from a young age. For example, they wash their hands, blow their noses and put on their shoes. Children make different marks, for instance, they use magnetic pens, pencils and chalks. They have good small-muscle skills and a developing understanding of mathematics. For example, they screw nuts and bolts together, matching the colours and shapes. They use their imagination well, such as, when playing with dolls and dinosaurs. Children acquire the skills they need for their next steps for learning and eventual move on to school.

Setting details

Unique reference number	150037
Local authority	Milton Keynes
Inspection number	10064842
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 June 2016

The childminder registered in 2001. She lives in Crownhill, Milton Keynes. The childminder offers care Monday to Friday from 7.30am until 6pm, for most of the year. She holds an appropriate childcare qualification equivalent to level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

