

Childminder Report

Inspection date

29 June 2016

Previous inspection date

10 June 2014

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 creates many opportunities for children to learn in a variety of different ways. She knows them well and tailors their learning to reflect individual needs. All children make good progress from their starting points.
- Parents comment on how impressed they are with the care and support their children receive, including the good progress they make. They feel the childminder informs and supports them well in helping their children learn at home.
- The childminder has very clear and consistent strategies in place to support children's good behaviour. She encourages good values, such as manners and being polite towards one another, and helps children to respect the feelings of others.
- The childminder values parents and children's views on the quality of her provision. She uses their comments to self-evaluate and identify areas for development, to improve her provision continually.

It is not yet outstanding because:

- The childminder misses opportunities to extend further children's understanding and use of mathematical language.
- The childminder does not make the most of every opportunity to encourage children to explore letters and their sounds, and practise making marks.

What the setting needs to do to improve further

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

- increase opportunities for children to hear and use mathematical language to enhance their understanding and skills further
- provide more opportunities for children to link letters and sounds and to make marks, to strengthen their early literacy skills.

Inspection activities

- The inspector observed children's play and learning during the inspection.
- The inspector sampled a range of documentation, including children's developmental records, the childminder's key policies and procedures, and self-evaluation.
- The inspector conducted a joint observation with the childminder and discussed the findings.
- The inspector took account of children's and parents' views through discussions during the inspection, and by sampling written feedback comments.

Inspector

Carolyn Hasler

Inspection findings

Effectiveness of the leadership and management is good

The childminder is ambitious and she has improved the quality of her provision. For example, she has thoroughly addressed weaknesses in her observation and assessment processes. There are strong links with parents and other professionals to ensure children have the best opportunities in their learning. The childminder seeks ways to improve her knowledge and teaching skills further. For example, following recent training on the benefits of play, the childminder has improved the way she plans to meet children's individual learning needs. Safeguarding is effective. The childminder has a good knowledge and understanding of how to follow her procedures. She is observant of children, including any changes in their behaviour, which may indicate a cause for concern.

Quality of teaching, learning and assessment is good

The childminder encourages children's interest in activities and supports them as they learn to share and take turns. For instance, she uses lots of praise and encouragement around children. Children's communication and language skills are progressing well. For example, the childminder makes good use of activities, such as planting flowers and seeds, to engage children in conversation. She is skilful in questioning children and understands the importance of giving them time to respond. Furthermore, she effectively supports children's understanding of colours and textures, and introduces new language, while developing their understanding of the world. Books are readily available for children to explore. The childminder promotes children's physical development well. For instance, she provides ride-on toys in the garden and opportunities to visit local parks.

Personal development, behaviour and welfare are good

The childminder promotes children's understanding of self and their own needs. She creates opportunities for them to understand and appreciate differences and similarities between themselves and others. For example, children learn about their own special celebrations as well as others from around the world. The childminder encourages children's self-care, such as managing to put on their own boots and coats independently when preparing to play outside. She promotes their good health and encourages regular hygiene practices. The childminder works closely with parents to ensure children have healthy snacks and meal choices. She helps children understand about taking appropriate risks, such as when climbing on rope netting. She encourages them to be aware of their own limitations and to learn safe practices.

Outcomes for children are good

Children are chatty and inquisitive, particularly as they explore and investigate learning through play. They gain a strong foundation for learning in preparation for school.

Setting details

Unique reference number	150037
Local authority	Milton Keynes
Inspection number	1053482
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	10 June 2014
Telephone number	

The childminder registered in 2001. She lives in Milton Keynes, Buckinghamshire. She provides care during weekdays and operates her service all year round. The childminder holds a childcare qualification at level 3.

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