

Childminder report

Inspection date: 4 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder plans a curriculum that meets every child's needs. She understands how to focus on areas where children need extra help and provides activities that interest and motivate them to achieve. Children display high levels of engagement and concentration. Young children are eager to take part and demonstrate what they can do. Children are curious and explore the environment with a sense of purpose. For example, they look closely at sparkles in dough, and the childminder's facial features, using a magnifying glass. This promotes children's questioning and the childminder expands on their vocabulary by introducing new words.

Children's behaviour is exemplary. They take turns and use language to negotiate sharing. Even very young children find ways to resolve conflict amongst themselves. Children take part in activities that support their healthy lifestyles. They can choose what to eat from a healthy menu and enjoy rigorous physical exercise in the fresh air, such as jumping in puddles. Children learn to be independent in recognising and meeting their personal needs. They show high levels of self-esteem and demonstrate their developing readiness for their future learning.

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

- The childminder has a programme for professional development that enables her to continually build on her good knowledge and skills. She makes good use of a range of opportunities to ensure that she remains up to date with any changes that might affect her work with children. The childminder has successfully addressed the weaknesses raised at the previous inspection. She is motivated to continually improve the quality of her provision.
- The childminder gives parents information to support children's learning at home and works effectively with other settings that children attend. Parents share their appreciation of the childminder and praise the genuine affection she shows children. Children settle quickly and form close relationships with the childminder and with each other. They show obvious pleasure as they arrive and greet each other warmly.
- The childminder introduces children to mathematical language and concepts and threads this through all activities seamlessly. When children build a tower of bricks, she is quick to encourage them to compare heights and count each brick. Teaching flows and children lead their play showing good imagination. The childminder suggests ideas and encourages children helping to progress their learning. This provides children with sensitive challenge.
- The childminder observes children carefully, recognising their individual stage of language development. She then pitches her teaching accurately to support

them to become confident talkers. The childminder encourages children to listen to each other and value what others say. The childminder provides a wide range of books for children to explore. She reads stories to children to pique their curiosity in books.

- Children explore different textures and develop the small muscles in their hands as they mould, shape and use tools to make patterns in dough. Children begin to recognise and name the shapes that they make.
- Children have opportunities to play with a range of activities and the childminder encourages them to tidy away and keep spaces safe for play. However, some resources are stored just out of reach for children which interrupts the flow of their play and ability to be independent in making choices.
- Children explore the childminder's local area and find out about the people, local community and living things. However, the childminder provides less opportunity for children who do not live locally to learn about communities close to their own home.
- The childminder is sensitive to children's needs. She provides a calm and orderly routine that helps children to know what to expect. The childminder plans activities inside and outside her home where children gain awareness of others. They learn about different cultures and celebrations in meaningful ways. The childminder helps children to show empathy and be kind and gentle towards animals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder uses policies and procedures to underpin her role in keeping children safe. She attends relevant, regular training to refresh her awareness of the risks to children, recently becoming more alert to local and national child protection issues. The childminder is aware of the various signs and symptoms that might indicate a child is at risk of harm. She knows how to record and report child protection concerns, and how to manage any allegations that may be made against her. She monitors children's attendance and understands the importance of following up any non-attendance to ensure children are safe.

What does the setting need to do to improve?

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

- enhance the environment further so children can follow their own choices and be more independent in their learning
- provide further opportunity for children who do not live locally to learn about communities close to their own homes.

Setting details

Unique reference number	EY218425
Local authority	Milton Keynes
Inspection number	10064843
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	1 March 2016

Information about this early years setting

This childminder registered in 2002. She lives in Springfield, in Milton Keynes, Buckinghamshire. She provides care for children all day, throughout the year.

Information about this inspection

Inspector
Sue Bayliss

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 completed a joint observation with the childminder.
- The inspector talked to the childminder and children at suitable times throughout the inspection.
- The inspector read written feedback left by parents.

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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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