

Childminder Report

Inspection date

9 September 2015

Previous inspection date

17 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 teaches children well so they make good progress. In particular, they develop good communication and language skills. Therefore, children are articulate and confident during their play and interactions with the childminder.
- Children happily explore and learn in the safety and security of the childminder's home. They develop good levels of emotional well-being through close attachments to the childminder and her family.
- The childminder encourages children to behave well, accept and respect others through her interactions and the experiences she offers them.
- The childminder uses self-evaluation effectively as she reflects on what is working well and what needs to improve. She monitors the performance of her assistant and demonstrates a commitment to the continuous improvement of her service.

It is not yet outstanding because:

- The childminder does not provide consistent opportunities for children to write for different purposes, for example, during imaginative play. This means she does not take all opportunities to strengthen children's early writing skills.
- The childminder does not make the best use of natural materials for younger children to explore and investigate through using their senses. This means she does not fully promote their understanding of the world around them in this respect.

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 practise writing for different reasons during everyday activities, to further develop their early writing skills
- introduce more natural materials for younger children to explore and investigate, to help them make sense of the world.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- 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 the leadership and management is good

The childminder has a good knowledge and understanding of child protection requirements. She keeps up to date with local safeguarding procedures and changes in legislation. Therefore, she knows what to do if she has child protection concerns. The childminder includes the views of parents and children when reviewing children's progress. She attends training courses to further develop her teaching skills and she puts what she learns into practice. For example, she is now even more aware of listening carefully to children to further encourage their thoughts and responses. She tracks and reviews children's progress and this helps her to pick up on possible gaps in children's learning. Partnerships with parents and other professionals are strong and information is shared to complement children's learning even further.

Quality of teaching, learning and assessment is good

The childminder sets up the children's play areas with a good range of toys and resources, indoors and outdoors. These are freely available and encourage children to be independent by making choices and helping themselves. The childminder plans worthwhile activities linked to the children's interests. She uses good teaching methods, such as effective questioning and suggesting. For example, children develop their mathematical skills as they thread beads and talk about different colours and shapes. Children are highly involved in imaginative play and they make up their own stories. The childminder gently reminds them to listen to their friends and take their views into account. Children have very good first-hand opportunities to find out about living things as they care for a variety of animals and grow vegetables.

Personal development, behaviour and welfare are good

Children have close bonds with the childminder and her assistant, and they are very relaxed in the homely environment. They observe their parents' trust and close relationships with the childminder and are very keen to be in her care. The childminder recognises the importance of teaching children to respect other people, for example, as they help to hold the doors open in shops. They learn appropriate manners and good hygiene practices as they line up behind their friends to wash their hands. Children learn to share and take turns during all activities. Children are taught to keep themselves safe. They talk about plants, with and without spikes, and learn to use scissors safely.

Outcomes for children are good

Children happily play and make good progress in a homely environment. Effective teaching means they gain the knowledge and skills they require for moving on to the next stages in their education.

Setting details

Unique reference number	EY364525
Local authority	Milton Keynes
Inspection number	835522
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	17 May 2012
Telephone number	

The childminder registered in 2007. She lives in Newport Pagnell, Buckinghamshire. She works with an assistant. The childminder offers care Monday to Friday, all year round.

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