

Childminder report

Inspection date: 14 November 2019

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with the childminder. They are confident to tell visitors about all the things they do. They are happy to take part in the activities on offer. They listen well to what the childminder says and respond promptly to requests. They enjoy helping with daily routines such as preparing the table for snacks and tidying up toys.

Children take part in a varied and interesting range of learning experiences. The childminder makes good use of the local environment and community to build on children's existing knowledge and understanding. For example, children make regular trips to woods, the library and singing groups. They learn about different customs and religions through fun and meaningful first-hand experiences. For example, they have visited other families to join in their celebrations of special days.

The childminder wants children to find learning fun and exciting. However, sometimes she over complicates activities, and children become distracted by the wide variety of resources the childminder provides to make activities look appealing. At these times, teaching is a little less effective because it is harder for the childminder to maintain children's focus on the skills she especially wants to teach.

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

- Children feel safe and secure. They move around the childminder's home confidently and make independent choices about what they would like to do. They cooperate well with routines that help keep them healthy and safe. For example, they tell visitors why they need to wash their hands before eating.
- The childminder understands the importance of good speaking and listening skills to children's future learning. She quickly identifies when children may need a little extra help with this aspect of their development. She offers support and advice to parents, including how to seek the help of other professionals. She ensures that she models clear and relevant language and that she reads and sings with children each day.
- There are respectful partnerships between the childminder and parents. The childminder supports parents well to build further on children's learning at home. For example, children are excited to tell visitors about the books and games they can take home to share with their parents.
- There are warm relationships between children and the childminder. They all laugh and smile as they go about their day. Children snuggle in with the childminder as they chat and look at books. Children enjoy the praise and encouragement that the childminder offers.

- The childminder understands that in order to plan effectively she needs to assess what children know and can do. She builds an accurate picture of children's progress. However, assessment arrangements are overly burdensome. Much of the written documentation that the childminder completes is not necessary to identify what each child will benefit from learning next.
- Once the childminder identifies what each child needs to learn next, she plans activities to support this aspect of learning. Sometimes, she will also try and incorporate resources that link with a theme or topic that she is promoting. This can distract children rather than enhance their learning. For example, at singing time, children are distracted by the noise and colour of the material the childminder sets out to represent the sea. This means they do not fully focus on the good-quality singing experience the childminder is delivering.
- Overall, the childminder supports all aspects of children's learning well. She wants children to gain a wide range of skills in preparation for starting nursery or school. She provides older children with extra stretch and challenge to keep them motivated and interested in learning. For example, she introduces larger numbers and more complex mathematical concepts.
- Children develop a positive view of a healthy and active lifestyle. They talk enthusiastically about their regular trips to the local woods and the games that they play there. They talk about the fun they have in different weathers and why exercise is good for them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough and accurate understanding of her role in keeping children safe. She is able to recognise the signs of potential abuse or neglect and knows how to respond to such concerns. For example, she understands the importance of keeping detailed written records and sharing any concerns promptly if concerned that a child may be at risk of harm. She attends regular safeguarding training and completes her own research. This extends further her understanding of wider safeguarding issues, such as risks to children from exposure to extreme views.

What does the setting need to do to improve?

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

- enhance further how resources are used to both support what children need to learn next while remaining attractive and enticing
- reduce workload, ensuring that assessments and records are focused more precisely on establishing what children can do and identifying the skills and knowledge they will most benefit from developing next.

Setting details

Unique reference number	EY463609
Local authority	Milton Keynes
Inspection number	10106758
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	17 December 2013

Information about this early years setting

The childminder registered in 2013. She lives in Tattenhoe, Milton Keynes. She offers care 7.30am to 4pm, Monday to Friday, throughout the year. She holds a relevant qualification at level 3 and is in receipt of funding to provide free early education to children aged four years.

Information about this inspection

Inspector
Sarah Holley

Inspection activities

- The childminder showed the inspector around the areas of her home she uses for childminding and explained how she organises the provision.
- The inspector carried out a joint observation with the childminder.
- The inspector observed the childminder and the children and evaluated the effectiveness of the curriculum.
- Parents and children shared their views and the inspector took these into account.
- The inspector spoke with the childminder and children at convenient times during the inspection.

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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