

# Childminder Report

**Inspection date**

28 February 2017

Previous inspection date

19 May 2014

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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 has worked well to improve and develop her provision. She regularly meets with her assistants to discuss children's progress and to plan and make ongoing improvements to the provision as a whole.
- Children enjoy taking part in a broad range of well-organised learning opportunities. The childminder and her assistants successfully help children to enjoy their learning. Children develop new skills and make good progress.
- Children settle well. They thoroughly enjoy the company of the childminder and her assistants, all of whom are kind and caring. Children receive a positive first experience of being looked after away from home.
- The childminder shares a range of information with parents and offers them practical support to help them further encourage their children's progress at home.
- The childminder ensures children are kept safe. She takes rigorous measures to identify and minimise risks in her home and to support children's good health and well-being.

**It is not yet outstanding because:**

- The childminder does not consistently use opportunities to help children show an interest in print and recognise familiar words, to extend their developing literacy skills.
- Occasionally, the childminder does not encourage children to represent their own ideas during activities she organises to extend their creativity.

## What the setting needs to do to improve further

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

- improve opportunities for children to develop their early reading and writing skills during their everyday experiences
- encourage children to express their own thoughts and ideas more fully to further extend their creative skills.

### Inspection activities

- The inspector observed the childminder and her assistants, indoors and outdoors.
- The inspector conducted a joint observation with the childminder and discussed the learning that was taking place.
- The inspector took account of parents' views.
- The inspector spoke with the childminder and her assistants about their understanding of safeguarding, child protection and first aid.
- The inspector sampled documentation, including children's records and the childminder's policies.

### Inspector

Sarah Holley

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder takes the necessary steps to ensure her assistants are suitable to work with children. All adults understand their role in protecting children and know what steps to take if they have concerns, to protect children's welfare. The childminder makes effective use of opportunities to improve her knowledge and teaching and helps her assistants to do the same. For example, she shared her improved knowledge with her assistants, to develop more precise assessments to monitor children's progress and meet children's learning needs more thoroughly.

### Quality of teaching, learning and assessment is good

Children enthusiastically take part in the activities that the childminder plans. Younger children enjoy listening to stories and respond well as the childminder's assistant introduces new words, such as 'elephant'. They enjoy finding out how things work, such as which buttons to press to make toys light up and make a noise. The childminder helps older children to focus and participate well during more structured learning experiences and teaches them about the world in which they live. For instance, children enjoyed learning about the meaning of Shrove Tuesday and how people celebrate this event. They then enjoyed developing their physical and counting skills as they buttered and cut their own pancakes and counted out pieces of fruit to enjoy for a snack.

### Personal development, behaviour and welfare are good

The childminder meets children's physical needs well. For example, she organises the day so that younger children can sleep without being disturbed and encourages older children to take part in energetic running and chasing games outdoors. Children build warm bonds with the childminder and her assistants, and show that they value their opinions. For instance, children eagerly show the childminder the paper butterflies they have decorated and respond with big smiles when the childminder praises their efforts. Children behave well. They are tolerant of other children and welcoming to visitors.

### Outcomes for children are good

All children develop a good set of skills in preparation for their future learning and the move to school. Younger children learn to communicate their needs and develop their physical skills, such as when they build towers. Older children learn to count, recognise numbers and develop their independence. They learn that they can contribute to their own and each other's learning. For example, children suggest songs to sing and enjoy teaching the words and actions to each other and to the childminder. All children learn to play cooperatively and to consider the needs of each other. They learn to enjoy special days with their friends, such as when they celebrate their birthdays, and a range of festivals from different cultures.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY465699                                                                          |
| <b>Local authority</b>             | Milton Keynes                                                                     |
| <b>Inspection number</b>           | 1069510                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 4                                                                             |
| <b>Total number of places</b>      | 18                                                                                |
| <b>Number of children on roll</b>  | 10                                                                                |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 19 May 2014                                                                       |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2013. She lives in Milton Keynes, Buckinghamshire. The childminder employs three assistants. She offers care all day, Monday to Friday, throughout the year.

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