

Childminder Report

Inspection date

3 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children make excellent progress in their learning. They gain the skills they need in preparation for their next stage of learning very rapidly and show high levels of attention and concentration in all activities. Children have wonderful imaginative skills and are very creative in their play. They are very confident and persevere in all that they do.
- Children settle in very quickly. The childminder establishes highly effective relationships with their parents. She makes excellent use of her partnerships with them to help children make the best possible progress in their development. The childminder supports children's emotional needs extremely well from the very start.
- The childminder makes highly detailed plans for children's play and learning that helps to support their development. She provides an abundance of resources and activities, including those that help them develop excellent physical, communication and social skills.
- The childminder has developed her practice rapidly since she registered. She has highly effective systems for self-evaluation. The childminder uses these to make targeted improvements to the quality of her teaching and to directly benefit outcomes for children.
- The childminder effectively maintains the highest levels of practice and keeps her skills up to date, for example, through continuous training and information.

What the setting needs to do to improve further

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

- provide even more opportunities for children to celebrate and respect one another's differences.

Inspection activities

- The inspector observed the childminder's interactions with children during their daily play routines.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the written views of parents and children.
- The inspector and the childminder evaluated the quality of her interactions with the children during planned activities.
- The inspector viewed a range of documentation, including policies and procedures and children's records.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder makes objective and precise evaluations of her practice. She seeks the views of parents and other professionals to help her identify specific areas to improve. This directly impacts the quality of children's experiences and further supports them to excel in their learning outcomes. The childminder has continued to develop her skills. She attends training and seeks information from other professionals. For example, the childminder has gained a higher level of professional development since she joined that has helped her to extend her knowledge of child development. She has also extended her knowledge of child protection and how to identify those at risk of harm. Safeguarding is effective. The childminder has an extremely clear understanding of local child protection procedures.

Quality of teaching, learning and assessment is outstanding

Children receive the highest level of teaching during their play and activities. The childminder asks questions that help to challenge children's thinking and provoke them to explain their own thoughts and ideas. Parents receive highly detailed information about their children's progress and the childminder helps them understand how to support their children's learning at home. The childminder provides thoughtful and imaginative activities for children to engage with as they choose. For example, she helps children to replicate real-life experiences, such as washing clothes using toy washing machines and clotheslines.

Personal development, behaviour and welfare are outstanding

Children build very strong relationships with the childminder, which help them to feel very secure in her care. She manages children's behaviour exceptionally well, helping them to understand how to keep themselves safe and how to tackle hazards in their play appropriately. The childminder actively encourages healthy eating habits and excellent hygiene routines. For example, children relish the responsibility of small cleaning tasks and helping to prepare the table for snack time. They discuss and predict what foods there are to eat and recall what foods they have had at home.

Outcomes for children are outstanding

Children's language skills are excellent. They negotiate with one another very well and develop excellent social skills, for example, through group play and on a one-to-one basis. Children learn to recognise letters and numbers, and attempt to draw these in their play. Children use lots of mathematical language in their play. For example, they handle and count money in pretend play and talk about size and quantity when playing with sand. Children learn strong self-care skills, which helps to prepare them very well for the next stages of their learning.

Setting details

Unique reference number	EY476095
Local authority	Milton Keynes
Inspection number	983158
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	4
Number of children on roll	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Oakridge Park, in Milton Keynes, Buckinghamshire. She holds a relevant childcare qualification to level 3. The childminder receives funding to provide free early education for children aged three and four years.

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