

Childminder report

Inspection date	20 June 2019
Previous inspection date	18 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Teaching and learning are strong. The childminder captures and maintains children's interest as they play. This is demonstrated when she interacts with children during their self-chosen play. She skilfully helps them to extend their own ideas and demonstrates how they can play imaginatively. She recreates real-life experiences with them, such as going to the car wash and the doctors.
- Children are confident learners. They develop secure social skills and use good manners as they interact with the childminder and their friends. Children behave well. They make good progress from their starting points and the childminder prepares them well for their future learning.
- The childminder considers and values children's views. This is evident when she actively involves them in decision making about toy arrangements in the playroom. On trips to the library, children also choose books of interest to borrow. This promotes their confidence and self-esteem.
- The childminder minimises risks to children in her home effectively. For instance, she establishes clear procedures for supervising children which consider the layout of her home.
- On very rare occasions, the childminder does not fully consider how to be a positive role model for children. This does not help her to consistently promote children's understanding of how to interact with others and how to keep themselves safe.
- The childminder provides a range of opportunities for children to explore the activities on offer in their local community. However, she has not fully developed her outdoor provision to enhance learning opportunities to support all children and, especially, those who learn best outdoors.
- The childminder does not consistently make the most of opportunities to help children to understand the importance of making healthy eating choices.

What the setting needs to do to improve further

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

- promote children's understanding of how to keep themselves safe and consider how to be a more positive role model to help them understand how to interact with others
- develop the outdoor area to enhance children's learning further, and to support those who learn best outdoors
- support children to make better choices about what they eat and drink, to promote their awareness of a healthy diet.

Inspection activities

- The inspector had a tour of the parts of the childminder's home that children use.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector considered the written views of parents provided on the day of the inspection.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

The childminder has a positive attitude to improvement. She reflects on the quality of her provision to help her to continually improve. She networks with other childminders well. This helps her to keep up to date with legislation and share ideas to enhance her practice. For example, she attended a messy-play session with others. She has since increased opportunities for children to explore substances and items such as bubbles, shaving foam and cooked pasta in their play. This is having a positive impact on children's enjoyment of their learning. The childminder establishes robust policies and procedures to help to keep children safe. For example, she has clear procedures for administering medication. Safeguarding is effective. The childminder has a secure understanding of how to deal with concerns about children's welfare. She can recognise the signs and symptoms of abuse, including those which might suggest children are at risk of harm from extreme views and behaviour.

Quality of teaching, learning and assessment is good

The childminder knows the children in her care very well. She monitors their progress closely and takes prompt action to address any areas of concern. For example, she talks to parents about their children's progress regularly and provides suggestions of how they can work together to support children's learning. She has a strong knowledge of the professionals that she can consult where needed. The childminder promotes children's mathematical development and communication and language skills well. For instance, as children play with cars, she talks about their colours. She shows children how to count the cars one at a time. She introduces new words to describe the way that cars travel, such as 'fast' and 'slow' and children then use these words in their play.

Personal development, behaviour and welfare are good

The childminder creates a welcoming and homely environment for children. She develops strong partnerships with parents and has arrangements in place to help children to settle in well. For instance, during settling-in visits, the childminder talks to parents about children's routines, interests and what they can do for themselves. She uses this information well to help to provide a consistent experience for children. This promotes their care and emotional needs effectively. The childminder maintains regular communication with parents and makes time to talk to them each day. Parents say that their children are happy in the childminder's care. They like the amount of information they receive about their children's day and the progress that they make. The childminder helps children to develop their self-care skills well. This is demonstrated when she sings a handwashing song to help them remember what to do before mealtimes.

Outcomes for children are good

Children are happy and contented learners. They become absorbed in their imaginative play, taking on roles and putting dolls to sleep in the correct sized beds in the playhouse. They develop secure physical skills, holding pencils with the correct grip and drawing pictures with facial features. Children enjoy exploring technological toys. They enjoy pressing buttons, moving flaps and listening to the noises that they make. Children are confident and they communicate with others well.

Setting details

Unique reference number	EY481875
Local authority	Milton Keynes
Inspection number	10064863
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 - 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 January 2016

The childminder registered in 2014 and lives in Broughton, Milton Keynes. She operates all year round from 7am to 7pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

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