

Childminder Report

Inspection date

7 October 2015

Previous inspection date

20 March 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 quality of teaching is strong. The childminder carries out assessments of children's learning and development across all areas. She uses these effectively to monitor and plan for further learning experiences. As a result, children make good progress.
- Relationships with children are good. Children settle quickly when they first attend and are happy and comfortable in the childminder's presence because they feel safe and secure.
- The childminder has a good understanding of child protection procedures. She knows how to recognise different types of abuse and how to refer concerns about children's welfare quickly to help to keep them safe.
- The childminder promotes good behaviour and reminds children to use their manners and to be careful so they do not hurt themselves. Consequently, children behave well.
- The childminder encourages children to develop their growing independence in preparation for moving to nursery and school.

It is not yet outstanding because:

- The childminder does not explore all opportunities to gain information about children from parents and other settings children attend. As a result, some relationships are more effective than others in providing continuity of care and learning.
- The childminder does not fully provide babies with opportunities to explore natural materials to further develop their curiosity. Therefore, their learning is slightly reduced 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:

- strengthen relationships with parents and other settings children attend, to fully promote the two-way sharing of children's learning
- provide more opportunities for babies to explore natural materials to further build on their learning and curiosity.

Inspection activities

- The inspector read written comments from parents to gather their views.
- The inspector spoke to the childminder to check her understanding of the requirements of the Early Years Foundation Stage and carried out a joint observation with her.
- The inspector observed the childminder's interactions with children.
- The inspector toured the areas of the premises that children use.
- The inspector sampled some documentation, including the childminder's policies and other records.

Inspector

Sara Hope

Inspection findings

Effectiveness of the leadership and management is good

The childminder shows strong leadership and management skills. Safeguarding is effective. Children take part in emergency evacuation procedures and learn how to cross the road safely because the childminder practises this with them regularly to help to keep them safe. She constantly checks the areas and resources children use to make sure they are safe and remain suitable. The childminder evaluates her activities and service to ensure she is meeting the needs of children and making positive improvements. Therefore, she offers children better outcomes. The childminder speaks to others to gain advice and seeks additional training to improve her knowledge and teaching practice. Consequently, she promotes opportunities for children to reach their full potential.

Quality of teaching, learning and assessment is good

The childminder has high expectations of what children can achieve. She listens to them and asks them interesting questions to encourage them to think about why things happen and to extend their vocabulary. The childminder demonstrates how to use mathematical language during play activities and invites children to think about different sizes, shapes, numbers and colours. She helps them to find similarities between objects and the shapes they make with playdough. Children have good opportunities to interact with other children because the childminder regularly meets with other local childminders and the children they care for. Children extend their physical skills, for example, when they visit parks and use ride-on toys in the garden. They enjoy building train tracks, completing puzzles and making marks. The childminder provides good experiences for children to learn about cultural differences; they learn about different celebrations within the wider world.

Personal development, behaviour and welfare are good

The childminder provides stimulating activities for children. She displays her resources in a picture catalogue to help children make choices about what they want to play with. The childminder helps younger children to learn how to use the toilet while encouraging older children to manage such tasks by themselves. She encourages parents to provide healthy meals and snacks and ensures children have access to drinks throughout the day. The childminder talks to children to reassure them about going to school. Younger children see new people and places when they go with her to pick up children from nursery and school. This helps to prepare them well for future changes in their lives.

Outcomes for children are good

Outcomes for children are good. Children are happy and content and make effective progress in relation to their starting points. Therefore, they are well prepared for moving to nursery and school.

Setting details

Unique reference number	116586
Local authority	Buckinghamshire
Inspection number	835982
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	20 March 2012
Telephone number	

The childminder registered in 1998 and lives in High Wycombe, Buckinghamshire. She operates her service from Monday to Friday, between 7.30am and 6pm, for 49 weeks a year.

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