

Childminder report

Inspection date	8 November 2018
Previous inspection date	7 October 2015

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

The provision is good

- The childminder has successfully addressed the recommendations raised at the previous inspection. For example, she now actively promotes the two-way sharing of information with parents about children's care and learning.
- Children are learning to be kind and caring towards each other. The childminder is a good role model. She supports children well and provides ways that help them develop an understanding of sharing and turn taking. Children's behaviour is good.
- The childminder reflects on her provision well. She seeks the views of parents and children, and makes changes to help promote positive outcomes for children.
- The childminder provides children with a warm, welcoming and well-resourced learning environment. Children are inquisitive and active learners. They make independent choices in their play and show good levels of confidence and self-esteem.

It is not yet outstanding because:

- At times, the childminder does not make the best use of opportunities for younger children to develop and practise their early number skills.
- Occasionally, the childminder intervenes too quickly when a child is having difficulties with an activity.

What the setting needs to do to improve further

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

- recognise and build on opportunities that occur to enable younger children to have plenty of opportunities to practise their number skills
- provide sufficient time for children to think before intervening, in order to support their problem solving skills even more.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector took into account the written feedback from parents.
- The inspector looked at children's records and looked at a range of other documents, including policies, procedures, and evidence of the suitability of adults living in the household.

Inspector

Kate Robertson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the procedures to follow should she have any concerns about children's welfare. She assesses risks to children in her home and on outings, and prioritises their safety. The childminder successfully updates her knowledge and keeps her skills up to date. For example, she takes advice and shares ideas with other professionals and childminders. This has helped her to introduce new activities that support children's creativity well. The childminder monitors children's progress effectively. She maintains written summaries of their achievements, which help her to identify and address any gaps in children's learning and development.

Quality of teaching, learning and assessment is good

The childminder knows each child well. She regularly observes their play and plans enjoyable and challenging activities to encourage their good progress. For example, children take delight in exploring the texture of play dough as they make shapes and patterns. The childminder supports children's communication and language skills well. She uses clear, simple language that younger children copy. She offers a commentary when they play, helping them to hear new words. The childminder encourages children to develop a love of books and stories. For example, they look at the pictures and excitedly identify the characters they see. Children engage in imaginative play, based on first-hand experience. For example, they pretend to make tea and offer cups to the childminder.

Personal development, behaviour and welfare are good

Children clearly enjoy the time they spend with the childminder and show increasing confidence in their play and learning. The childminder encourages children to undertake simple tasks, such as helping to tidy away their toys. This helps them to look after their toys and gain a sense of responsibility. Children benefit from frequent opportunities to play outdoors in a variety of settings, including local parks and woodland. They attend groups where they learn to socialise with others.

Outcomes for children are good

Children are confident to try new experiences and to follow their own ideas. They attend local groups and different places of interest in the community to help them develop their social skills. Children are self-assured and show good levels of independence. They become confident communicators and clearly express their wishes and needs. All children make good progress and learn skills that prepare them well for their next stage in learning.

Setting details

Unique reference number	116586
Local authority	Buckinghamshire
Inspection number	10061988
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 October 2015

The childminder registered in 1998. She lives in High Wycombe, Buckinghamshire. She operates her service from Monday to Friday, between 7.30am and 5pm, for 49 weeks a year.

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