

Childminder report

Inspection date	12 February 2019
Previous inspection date	19 July 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 is strong. The childminder knows the children in her care very well. She provides appropriately challenging and stimulating learning opportunities. Children are well prepared for the next stage in their learning.
- The childminder has improved her tracking of children's development. She identifies any gaps in children's learning and creates individual learning plans with next steps for each child. This helps her to ensure that all children make good progress from their starting points.
- The childminder finds out about children's routines and follows these when they start at her setting. This helps them to settle in well. Children form secure attachments with her, seeking cuddles when needed.
- The childminder has effective procedures in place to manage children's allergies and dietary needs. This helps to promote their good health successfully.
- The childminder considers how to minimise risks to children well. She checks her home each day, and reviews risks on outings in her car and when out walking with children. This helps to keep children safe.
- The childminder has not fully considered how she can develop her provision to further support those children who prefer to learn outside all year round.
- The childminder does not fully promote diversity and difference. Children do not have a range of opportunities to find out about people and communities beyond their immediate experience.

What the setting needs to do to improve further

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

- offer more opportunities for children to explore and practise the new skills that they are learning, particularly for those who enjoy learning outside
- help children to learn about the similarities and differences between themselves and people and communities beyond their immediate experience.

Inspection activities

- The inspector had a tour of the parts of the childminder's home that children use.
- The inspector observed the childminder's quality of teaching, and they both jointly evaluated the effectiveness of the her interactions with children.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability of the childminder, looked at a selection of policies and sampled children's records. She spoke to the childminder about how she evaluates the effectiveness of her provision.
- The inspector took account of the views of parents provided in writing, on the day of the inspection.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities to keep children safe and protected from harm. She knows the procedures to follow should she have a concern about a child in her care. The childminder has a positive attitude to improving her provision. She actively seeks opportunities to develop her knowledge and skills. For instance, she reads childminding publications and completes online training. She puts her learning into practice well. For example, following behaviour management training, she now uses a range of strategies to help children understand rules and boundaries, and children behave very well. The childminder develops positive partnerships with staff at other settings that children attend, which helps to promote children's well-being.

Quality of teaching, learning and assessment is good

The childminder has taken appropriate steps since the last inspection to increase opportunities for children to build on their early reading skills. For instance, children begin to recognise letter sounds in their own name. They select their name and put it on the visual register. The childminder has high expectations of what children can achieve and she develops their understanding of numbers well. For example, children enjoy counting aloud in their play and begin to recognise numerals on logs. The childminder challenges them to identify one more and one less than given numbers. She extends children's thinking well, providing opportunities for them to practise finding the total of two groups of blocks. Children respond to these challenges positively, cheering with delight as they solve problems.

Personal development, behaviour and welfare are good

The childminder develops positive partnerships with parents. She shares information with them about their child's day using a daily diary. She also shares progress information with them regularly and celebrates children's 'wow' moments. The childminder implements appropriate procedures to help children to settle in well. For example, she encourages parents to visit with their children in order to help them get to know her. She is flexible and arranges these considering the needs of individual children. This helps them to develop secure attachments. Parents are very positive about the care that their children receive. For instance, they say that the childminder helps their children to develop good social skills and she meets their care and sleep needs well. The childminder successfully teaches children how to manage their own self-care skills, such as using the toilet and washing their hands.

Outcomes for children are good

Children are inquisitive and enjoy learning. They are developing the skills and confidence for their future learning. They develop their listening skills and respond well to the childminder. They use excellent manners, saying 'please' and 'thank you' to each other. Children develop good physical skills, holding pencils with control and making marks and circles on paper. They develop their imaginations well and begin to play alongside each other, pouring drinks into cups and preparing food in the oven.

Setting details

Unique reference number	131201
Local authority	Buckinghamshire
Inspection number	10072354
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	9
Date of previous inspection	19 July 2016

The childminder registered in 1997 and is located in Gawcott, Buckingham. She operates her service between 7am and 6.30pm, all year round. She accepts funding for the provision of free education for children aged two, three and four years.

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