

Childminder report

Inspection date	27 June 2019
Previous inspection date	17 June 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Outstanding	2 1
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

- The childminder takes active steps to update her skills and knowledge. She targets training to meet the individual needs of children. For example, she sought out communication development training in order to support further children who are learning to speak more than one language.
- Partnerships with parents are effective. There are regular exchanges of information about children's interests, routines and developing skills. The childminder uses this information well to tailor her care and teaching to children's specific needs.
- Children's progress is monitored closely. The childminder quickly identifies any gaps in children's learning and works closely with parents and other professionals to help children catch up.
- Children make good progress from their starting points. The childminder plans a broad range of learning experiences that help children develop a suitable range of skills in preparation for their future learning.
- The childminder is attentive to children's care needs. Children are encouraged to spend time in the fresh air and to engage in plenty of energetic play. The childminder ensures that younger children get the rest or sleep they need.
- Children are not always encouraged to solve problems or work things out for themselves before the childminder makes suggestions or shows children how things work.
- The childminder does not provide many resources that encourage children to use their imagination when deciding how to use them and for what purpose.

What the setting needs to do to improve further

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

- encourage children to test out their own ideas and come up with their own solutions, to support further their independence and developing thinking skills
- provide children with more opportunities to explore resources that develop further their creativity and imagination.

Inspection activities

- The inspector had a tour of the childminder's home.
- The inspector observed the childminder and children and evaluated the quality of teaching and learning.
- The inspector took account of the views of children and parents.
- The inspector discussed the childminder's knowledge of safeguarding and child protection.
- The inspector looked at documentation, including children's records and the childminder's qualifications.

Inspector
Sarah Holley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a thorough understanding of her safeguarding responsibilities. She knows how to recognise signs that children may be at risk of harm. She knows how to share any concerns to help keep children safe. She ensures her home is safe and secure, and she supervises children closely. The childminder assesses what she does in order to make ongoing improvements. For example, she has reviewed how she monitors children's progress. She seeks out the support of other professionals in order to meet the individual needs of children. She works closely with other childminders or staff at the pre-schools children also attend. For example, she exchanges regular information about children's development and uses this to enhance further her understanding of the progress that each child is making.

Quality of teaching, learning and assessment is good

The childminder makes regular and accurate assessments about children's learning. She uses these well to identify what each child needs to learn next. She plans activities and experiences that will help children make these next steps in their learning. She assesses each child's language development and adapts what she does to meet their individual needs. For example, she models single words for children who are just beginning to use words and sounds to communicate their needs. The childminder plans lots of activities that help children develop their listening and early literacy skills. For example, she reads to children regularly and plans activities that help children begin to distinguish between different sounds.

Personal development, behaviour and welfare are good

Children show good levels of well-being. They confidently choose resources and cooperate with routines. The childminder sets clear expectations about behaviour. She is patient and reassuring as children learn to share, take turns and to consider the needs of each other. Children behave typically for their age. They develop a positive view of the benefits of a healthy diet. The childminder encourages children to try different foods and to drink plenty of water. Older children learn to manage their own personal needs, such as handwashing and toileting. Children learn about their own families and their local community. They develop a positive view of their own, and other people's, cultures.

Outcomes for children are good

Younger children learn to move in a range of ways and to begin to communicate their needs. They learn to use tools for a purpose. For example, children enjoyed using large brushes to make marks on boards. Older children develop a good set of literacy and mathematical skills in preparation for starting school. They learn to count and recognise numbers. They are able to recognise and write familiar words, such as their names.

Setting details

Unique reference number	140806
Local authority	Buckinghamshire
Inspection number	10106754
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 June 2015

The childminder registered in 1997. She lives in a village between Oxford and Aylesbury. She provides childcare all day from Tuesday to Friday, all year round. The childminder holds a relevant qualification at level 3.

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