

Childminder report

Inspection date	29 April 2019
Previous inspection date	5 July 2016

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

- The childminder has developed strong risk assessment procedures. She helps children to understand how to keep themselves safe. This is demonstrated when she practises fire evacuation procedures with children and talks to them about stranger danger.
- The childminder evaluates her provision well. She identifies areas of her practice which are strong and those which she is working on to improve further.
- Since the last inspection, the childminder has ensured that she keeps her knowledge of developments in legislation up to date. She seeks new ideas and shares best practice with others. This is illustrated by her networking with other childminders.
- The childminder knows the children in her care well. She is able to talk about their development and she completes regular observations and assessments. Children make good progress from their starting points.
- The childminder creates a homely environment for children. Children choose from a range of age-appropriate resources. This helps to support children's independence.
- The childminder ensures that children have regular fresh air and exercise. Children enjoy activities, such as going for walks in the woods and feeding the childminder's alpacas and chickens.
- The childminder interacts with children using a lovely, calm and supportive manner. She provides lots of positive praise. Children are well behaved.
- The childminder has plans to improve opportunities for children to develop their early writing skills in their play. However, these are not fully embedded.
- On occasion, the childminder does not make the most of the specialist advice available from professionals to help herself and parents develop consistent approaches to support children's development.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop their early writing skills in their play and learning
- enhance partnership working with relevant professionals and seek prompt advice and support to share with parents and help to support children's development further.

Inspection activities

- The inspector had a tour of the parts of the childminder's home that children use.
- The inspector completed a joint evaluation of an activity with the childminder and discussed their findings.
- The inspector sampled documentation that included planning, children's records, policies and procedures.
- The inspector checked evidence of the childminder's training and suitability. She looked at relevant documentation and evidence of suitability of persons living in the household.
- The inspector took account of the written views of parents.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of how to recognise children who may be at risk of harm, including the risks of radical and extreme views and behaviours. She understands the procedures to follow should she have a concern about children's welfare. The childminder risk assesses effectively. This is demonstrated by her thorough risk assessments for her home and outings. The childminder undertakes appropriate professional development activities to develop her own practice. For instance, she attended a messy-play workshop and has increased opportunities for messy play with resources, such as sand, water and play dough. Children enjoy these activities. The childminder monitors children's development effectively. This is demonstrated by her regular tracking of children's achievements.

Quality of teaching, learning and assessment is good

The childminder plans appropriate activities for children. She follows their interests well and builds in opportunities to target their next steps. For example, the childminder shows the youngest children how to play imaginatively in the play kitchen. She demonstrates effectively, showing children how to open cupboards, select foods and pretend to prepare them for others. Children show great interest and watch carefully. They then continue their own play, exploring the play kitchen, choosing foods and placing them in different sized pots and containers. The childminder builds positive relationships with parents. For instance, she finds out about children's preferences and care routines from home. She then follows these in her setting. This helps children to settle in well. She makes time to talk to parents about their children's progress and she shares photographs with them of children's 'wow' moments.

Personal development, behaviour and welfare are good

The childminder manages behaviour well. She is a strong role model and she gives children plenty of positive praise. This helps to boost their self-esteem. The childminder has effective arrangements in place to meet children's dietary needs. For instance, she liaises closely with parents when children start to find out about their dietary requirements and allergies. She also talks to children about their views and preferences. She creates food menus to cater for all requirements. This helps to ensure mealtimes run smoothly. The childminder values the views of the children in her care. She talks to them regularly about activities that they would like to do. She then includes these in her planning. This is illustrated by regular trips to see the tractors, following requests from the children.

Outcomes for children are good

Children are happy and enthusiastic learners. They demonstrate positive attitudes and they are gaining the key skills in preparation for their future learning. Young children develop secure physical skills. They pick up blocks and begin to stack them one on top of the other. Children show an interest in toys with buttons and flaps. They push buttons and smile as they listen to the sounds and look at flashing lights that they produce. Children begin to form positive relationships with others. They make eye contact and smile at others. They seek cuddles and reassurance when needed.

Setting details

Unique reference number	EY350392
Local authority	Buckinghamshire
Inspection number	10073883
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	5 July 2016

The childminder registered in 2007. She lives in Chesham, Buckinghamshire. The childminder provides care term time only, from 7am to 7pm on Monday to Friday.

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