

Childminder Report

Inspection date

7 November 2016

Previous inspection date

30 January 2013

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 childminder works effectively with her co-childminder. For example, they provide consistent and well-organised childcare and education.
- The childminder provides a wide range of good quality toys for children to explore. She notes children's interests and helps them choose additional resources to further extend their play and learning.
- The childminder makes regular assessments of each child's progress and plans a range of activities to help them develop skills for the future. Children make good progress in their learning.
- The childminder makes good use of her commitment to attending training. For example, she has reflected on and improved how she helps children understand the importance of a healthy lifestyle. Children learn about how to clean their teeth and they contribute their ideas for healthy meals.
- Children and parents are made to feel very welcome in the childminder's home. Children develop a strong sense of belonging and are very confident in the childminder's care and home.

It is not yet outstanding because:

- Sometimes, the childminder does not fully extend opportunities to support children's developing independence skills.
- Occasionally, opportunities are missed to help raise children's awareness of sharing and turn taking even further.

What the setting needs to do to improve further

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

- extend opportunities for children to do things for themselves and to practise their developing independence skills even further
- make the most of opportunities to teach young children about turn taking and sharing to help fully extend their understanding of cooperative play.

Inspection activities

- The inspector observed the childminder and the children in the childminder's home.
- The inspector and the childminder observed her co-childminder during an activity with children and discussed the quality of teaching and the impact on children's learning.
- The inspector took account of parents' views.
- The inspector spoke with the childminder about her understanding of safeguarding, child protection and first aid.
- The inspector sampled documentation, including children's records and the childminder's policies.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management is good

The childminder regularly reviews and evaluates her practice and makes improvements. For example, she has improved opportunities for children to learn about keeping themselves safe. In addition, the childminder and her co-childminder have developed ways of sharing information with parents, including helping them to further support children's learning at home. The childminder builds effective partnerships with staff at other settings children also attend. She ensures her assistant has a suitable understanding of his role and responsibilities. For example, he attends regular safeguarding and paediatric first aid training. Safeguarding is effective. The childminder understands her responsibilities and knows what to do if concerned about a child's welfare to help protect them from harm.

Quality of teaching, learning and assessment is good

The well-qualified childminder has a strong understanding of how children learn and develop. She uses her knowledge effectively to help children develop new skills and make progress. For example, she uses well-chosen questions and comments to teach children about shapes, numbers and colours, such as when they create pictures with paint and craft materials. The childminder teaches children about the world they live in, including the natural world and the wider community. For example, children go on trips to nearby nature reserves and museums. The childminder tracks children's progress over time, which helps her to identify any gaps in their learning and plan for the next stages in learning securely.

Personal development, behaviour and welfare are good

The childminder shows great care for the health and welfare of the children she looks after. For example, she ensures children have regular opportunities to be in the fresh air and that they are appropriately dressed to enjoy the experience. She successfully builds children's self-esteem, including offering plenty of praise and encouragement to children as they go about their day. Children respond very well to her kind manner and enjoy the many hugs and cuddles she offers.

Outcomes for children are good

Children make good progress and develop the skills needed for their future learning, including the move to school. Young toddlers learn to enjoy books and how to handle these appropriately. Children develop their physical skills effectively, including those that help them learn to write. They learn to count accurately and to recognise and name a wide range of shapes, such as pentagons. Children enjoy their play and learning and are motivated and engaged learners.

Setting details

Unique reference number	EY392110
Local authority	Buckinghamshire
Inspection number	1062268
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	30 January 2013
Telephone number	

The childminder registered in 2009 and works with her husband, who is her co-childminder. They live near Princes Risborough in Buckinghamshire. The childminder also works with an assistant on an occasional basis. The childminder provides care all day, Monday to Friday, throughout the year. She receives funding to provide free early years education to children aged two, three and four years. She holds a relevant early years qualification at level 3.

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