

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 21 April 2015   |
| Previous inspection date | 2 February 2011 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b>  | <b>2</b> |
|----------------------------------------------------------------------------------------|-------------------------|--------------|----------|
|                                                                                        | Previous inspection:    | Satisfactory | 3        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good         | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good         | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good         | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |              |          |

## Summary of key findings for parents

### This provision is good

- The childminder's good teaching skills help children to learn successfully. She competently supports children's language development by speaking clearly and slowly. She constantly chats to children and repeats what they say.
- The childminder has developed good observation and assessment systems to identify children's learning needs. Consequently, her planning successfully targets any gaps identified in children's learning.
- The childminder provides valuable opportunities for children to continue their learning during trips and visits to the local area.
- The childminder creates a calm atmosphere and helps children to be independent and to behave well. Children help to tidy up and are gently reminded to say 'please' and 'thank you'.
- The childminder updates her knowledge of safeguarding issues and reviews her procedures frequently. She has a valid first-aid certificate and is vigilant to prevent children having accidents so that they remain safe and protected.

### It is not yet outstanding because:

- There are fewer opportunities for children to explore and operate simple technology and to add to their first-hand knowledge of how things work.
- Parents are not yet encouraged to take a full part in ongoing observations of their children's achievements, so they are not fully involved in this aspect of their children's learning.

## What the setting needs to do to improve further

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

- extend children's development in technology even further by providing opportunities to engage with a greater variety of resources that need to be operated
- strengthen partnerships with parents, to further promote continuity of learning for children between home and the childminding environment.

## Inspection activities

- The inspector observed activities on the ground floor of the premises and in the garden, and talked with the children.
- The inspector undertook a joint observation with the childminder.
- The inspector talked to the childminder at various times throughout the inspection and looked at a sample of the children's records of learning and her self-evaluation and improvement plan.
- The inspector checked evidence of the suitability and qualifications of the childminder and her assistant.

## Inspector

Sheila Harrison

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder provides a broad range of activities to interest children and help them be fully involved and eager to learn. She encourages children to expand their experiences of a wide range of different textures; she gently supports children to firstly touch and then enjoy making sandcastles with sand. The childminder helps children to succeed at their chosen task of digging in the soil by providing children with appropriate small but strong tools. Children enjoy exploring the effect of banging on various musical instruments, such as cymbals. However, children have fewer opportunities to see how things work, such as cameras, recording equipment or sand wheels. Consequently, this does not fully raise children's awareness of how to operate simple technological toys. The childminder sensitively supports children to take risks and develop their physical skills as they play in the garden. When children are competent to use the small slide in the garden, she gently encourages them to try the large slide with her support. This helps children to make good progress and to be ready for the next stage in their learning and eventually for school.

### **The contribution of the early years provision to the well-being of children is good**

The childminder is helping children to begin to play in the company of others on frequent visits to other childminders. This helps children develop a strong sense of belonging and grow in confidence around others. Children are learning about healthy living. The childminder gently helps to teach children self-care skills, such as washing their hands before eating. The childminder provides a range of nutritious meals and snacks. She shares the menu and obtains information from parents about children's allergies. The childminder gathers relevant information about children before she starts to care for them. This includes contributing to an initial assessment of children's existing skills. She has recently introduced a daily diary to expand the information to parents. However, she does not fully encourage parents to take part in their child's ongoing assessments, so they are not fully involved in this aspect of their children's learning.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder monitors children's learning effectively to ensure that they make as much progress as they can. This includes preparing for the progress check for two-year-old children, when the time comes. The childminder has strong reflective practices and shows a strong commitment to improve her provision. She attends frequent training courses and this has helped her to provide more support for children's communication skills. The childminder has effectively addressed the recommendations raised at the last inspection and has a suitable improvement plan for herself and her assistant. This helps to ensure a good standard of care for all children.

## Setting details

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | EY411372        |
| <b>Local authority</b>             | Buckinghamshire |
| <b>Inspection number</b>           | 1002760         |
| <b>Type of provision</b>           | Childminder     |
| <b>Registration category</b>       | Childminder     |
| <b>Age range of children</b>       | 0 - 8           |
| <b>Total number of places</b>      | 6               |
| <b>Number of children on roll</b>  | 2               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 2 February 2011 |
| <b>Telephone number</b>            |                 |

The childminder registered in 2010. She lives in the Southcourt area of Aylesbury. She holds an appropriate childcare qualification equivalent at level 3. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally uses an assistant in the care of the children.

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