

Childminder report

Inspection date	11 June 2019
Previous inspection date	22 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 worked hard to address the weaknesses identified at the previous inspection and update her knowledge and understanding of the requirements.
- There are strong partnerships in place with parents which support children's overall well-being and development. The childminder tailors the settling-in process to support families' individual needs. She provides parents with regular updates about their child's achievements and how they can support their development at home.
- The childminder has a good overall understanding of how to support children's development. She plans activities to meet their individual needs and help them achieve the next steps in their learning.
- Children are very happy and confident in their environment. They develop a warm relationship with the childminder, who is attentive to their needs. They settle into their play immediately.
- The childminder provides a stimulating environment both indoors and outdoors. She provides a range of interesting resources which support children across the areas of learning. Children are eager to play and motivated to learn.
- Although the childminder is reflective of her practice, she has not yet identified areas where she could target her professional development to ensure her practice is consistently of a high quality.
- The systems in place for monitoring children's overall development, including what they have already achieved when they first start, are not always precise enough to support them in making consistently high rates of progress in their learning.

What the setting needs to do to improve further

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

- focus professional development more effectively, to help to drive the quality of teaching so that it is consistently of the highest standard
- strengthen further the monitoring process to identify and track children's achievements and build on their learning and development more precisely from the start, to help them make consistently high rates of progress.

Inspection activities

- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector spoke to some parents and also viewed written feedback from parents to gain their views.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact it has on children's learning.
- The inspector sampled written documentation, including records of children's learning, policies and procedures, and training certificates.
- The inspector spoke to the childminder about how she supports children's overall learning and development.

Inspector
Carla Roberts

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder attends regular safeguarding training to make sure that her knowledge and practice are up to date. She can confidently explain signs which might indicate a child is at risk of harm. She is very clear about the action she should take if she has such concerns. The childminder establishes positive relationships, such as with other schools where children attend, particularly if she has any concerns about overall well-being. She communicates with them regularly and works proactively to make sure that there is a joint approach to supporting children and their families. She is reflective of her practice and has welcomed external advice and support from the local authority to make improvements to the quality of care since her last inspection.

Quality of teaching, learning and assessment is good

The childminder supports children's communication and language development very well. For example, she provides children with lots of commentary as they play and introduces them to new words, which she encourages them to speak for themselves. Children enjoy looking through a varied range of books. They select books of their own choice for the childminder to read to them. They attach meanings to words as the childminder encourages them to talk about the pictures. The childminder helps children to develop their critical thinking skills while they play with interesting and interactive puzzle activities, for example when she asks them who they think is behind one of the locked doors in a wooden house puzzle. The children eagerly try and find the right key to unlock the door and find out who is inside.

Personal development, behaviour and welfare are good

The childminder provides a safe and secure environment for children to play in. Parents comment that they feel confident and assured that their children are well looked after and safe while in the childminder's care. The childminder also successfully helps children to understand how to keep themselves safe. For example, when they are playing outdoors, she reminds them not to use the slide when they have toys in their hands. The childminder provides children with lots of opportunities to learn about the world around them through a wide range of outings, for example when they talk about the wildlife they see as they go out for walks in the local woodland. Children receive positive messages about their diverse backgrounds, such as through books written in their parents' home languages, or books which celebrate different religious beliefs.

Outcomes for children are good

All children, including those in receipt of funding, are making good progress in their learning. Even younger children are developing independence skills in readiness for school, for example putting their own shoes on successfully when they go to play outside. Toddlers have lots of opportunities to develop their physical skills in the garden area. They show high levels of confidence when using the climbing apparatus. They are developing their early mathematical understanding, learning concepts such as 'full' and 'empty', for example, while they concentrate intently as they use plastic scoops to fill empty cups with brightly coloured rice.

Setting details

Unique reference number	EY416069
Local authority	Buckinghamshire
Inspection number	10084970
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 May 2018

The childminder registered in 2010. She lives in Farnham Royal, Buckinghamshire. The childminder operates her service all year round, between 7.30am and 6pm on Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

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