

Childminder Report

Inspection date

17 September 2015

Previous inspection date

14 June 2012

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 confidently promotes children's learning. She uses the resources and her environment well to plan exciting and interesting activities.
- The childminder is cheerful and encouraging when she engages children in play. She supports their learning well, and helps them to concentrate and maintain attention.
- The childminder promotes children's emotional development successfully and this helps them to become ready for school and manage new challenges in their learning.
- The childminder supports children's awareness of their own and others' unique qualities. She helps them celebrate special occasions in their lives and introduces them to the wider world. She liaises closely with parents to get to know children well and meet their individual needs.
- The childminder maintains a good knowledge of the requirements and uses her policies, procedures and record keeping well to support her good practice.

It is not yet outstanding because:

- Overall, the childminder promotes children's friendships successfully. However, she sometimes misses some opportunities to help children to fully develop their social skills in different situations and with their own age group.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their social skills and relationships with others in a range of different situations.

Inspection activities

- The inspector observed children's play and learning inside and outside.
- The inspector sampled a range of documentation, including children's development records, key policies and procedures, and the childminder's self-evaluation process.
- The inspector observed the childminder during an activity and held a discussion with her to discuss teaching practices.
- The inspector took account of parents' and children's views through written questionnaires, emails, letters and cards.

Inspector

Carolyn Hasler

Inspection findings

Effectiveness of the leadership and management is good

The childminder understands the importance of sharing information with parents and other settings, and ensures she promotes continuity for children in their learning and welfare. This strengthens processes for observing and assessing children's development and enables planning to be more effective. As a result, teaching is strong and children make good progress. The childminder is rigorous in self-evaluating her practice. She uses training to maintain her good knowledge and improve her skills, such as to enable her to support children's language and communication skills more effectively. The childminder values the views of parents and children, and works closely with her co-childminder to drive forward improvement. Safeguarding is effective. The childminder has a good understanding of her responsibilities and the procedures to follow to protect children from harm.

Quality of teaching, learning and assessment is good

The childminder is a confident teacher and has a good understanding of how children learn. Her understanding of individual children helps her plan effectively to support their learning needs. For example, when playing outside in the mud kitchen, the childminder helped children use a recipe book with their pretend cooking. She was particularly effective at helping children to build their counting, speaking and thinking skills as well as their understanding of safety. The childminder is skilled in talking to children and asking them challenging questions. She promotes children's physical development well through lots of exciting and interesting activities, which challenge what they can do.

Personal development, behaviour and welfare are good

The childminder shows children good examples of how to behave towards one another and treat each other kindly. She builds strong relationships with them and helps them feel safe, building their confidence and self-esteem. Overall, children develop positive relationships with the childminder and others as they play together. The childminder promotes healthy lifestyles well. For example, she provides well-balanced meals and encourages children to be physically active and take regular exercise. She encourages children to be independent and manage their personal care, such as hand washing, through daily routines. The environment is welcoming and promotes children's all-round development. The childminder encourages children to take risks and uses play to help them learn about their own safety.

Outcomes for children are good

Children enjoy coming to the setting and spending time in purposeful play, which challenges what they know and can do. They are enthusiastic and progress well in their learning. The childminder recognises when children require extra help and ensures they receive the support they need.

Setting details

Unique reference number	EY441113
Local authority	Buckinghamshire
Inspection number	824563
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	14 June 2012
Telephone number	

The childminder registered in 2011. She co-minds with her daughter who is also a registered childminder in Bourne End, Buckinghamshire. The childminder works five days each week. She has a childcare qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

