

Childminder report

Inspection date	8 April 2019
Previous inspection date	11 February 2014

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has successfully addressed the recommendations raised at the previous inspection. For example, children have a wide range of learning opportunities to explore colour and texture using different media and materials.
- The childminder enhances children's confidence and self-awareness throughout the day. She enthusiastically praises children for their achievements. This promotes children's emotional development exceptionally well and fosters their high levels of empathy for one another.
- Excellent communication between parents and the childminder helps to ensure that a strong working partnership develops. Parents comment that children enjoy a rich learning environment and thrive in the childminder's care.
- The childminder treats children as individuals and with the utmost respect. Her behaviour management strategies are excellent. Children behave exceedingly well.
- Occasionally the childminder intervenes too quickly when a child is having difficulties with an activity.
- The childminder provides a very good range of resources to stimulate children's interest and curiosity. Children have exciting opportunities to explore the wider world on outings that the childminder organises to promote all areas of learning.
- The way that the childminder arranges her resources in the space available, does not make it easy for younger children to make independent choices about their play

What the setting needs to do to improve further

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

- provide even more opportunities for children to make decisions about the resources they choose to extend their learning
- offer sufficient time for children to think before intervening, to help to provide increased support for their problem-solving skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector reviewed the areas of the premises used for childminding.
- The inspector took into account the written feedback from parents.
- The inspector looked at children's records and a range of other documents, including policies, procedures and evidence of the suitability of adults living in the household.

Inspector

Kate Robertson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is confident in her abilities to protect children and supports every child's welfare effectively. She has robust procedures in place to assess and minimise risks to children. The childminder regularly reflects on her practice and has accessed online training that develops her skills to work with children. For example, she has completed training, which has helped improve her understanding of planning activities for younger children. The childminder monitors children's progress effectively, which helps her to accurately identify and address any gaps in their learning and development.

Quality of teaching, learning and assessment is good

The childminder is very experienced and uses her skills well to support children's language and communication development. For example, she involves children in continuous conversation as they play, providing a good model of language to support and improve their confidence and abilities. As children create objects with playdough, the childminder asks questions about colours, shapes and numbers to encourage them to think and share their ideas. This also helps to develop their mathematical abilities. The childminder encourages children to develop their sensory skills effectively. For example, children enjoy tasting the icing as they decorate biscuits.

Personal development, behaviour and welfare are outstanding

Children form exceptionally close bonds with the childminder and show that they feel happy, safe and very secure in her care. They exude confidence and make independent choices about their play. They are competent in managing their self-care needs. Younger children learn by playing alongside older children and the childminder. They develop an excellent understanding of healthy lifestyles. Children are exceptionally happy to try the different healthy foods the childminder introduces at snack time. The childminder knows each of the children extremely well and provides for their individual needs. She skilfully adapts activities accordingly and is always on hand to provide comfort and reassurance when needed. Children show exceptional kindness and respect for others and develop a clear understanding of right and wrong.

Outcomes for children are good

Children make good progress across all areas of learning. They are active learners and enjoy positive relationships with each other. They develop good listening, attention and concentration skills and articulate their views and opinions with confidence. Children are motivated to learn and develop the skills they need for future learning and their eventual move on to school.

Setting details

Unique reference number	EY456884
Local authority	Buckinghamshire
Inspection number	10068839
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 February 2014

The childminder registered in 2013. She lives in Amersham, Buckinghamshire. She offers care from 7am to 7pm, Monday to Friday and, occasionally, weekends and overnight care.

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