

Childminder Report

Inspection date

6 March 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 regularly observes children to identify the next steps in their learning. She provides a range of activities that help children to progress. All children make good progress relative to their capabilities.
- The childminder uses the trusting and caring relationships she has established with children and parents to effectively support children's emotional well-being. For example, she takes time during handover each morning to establish children's individual needs and preferences to help her tailor their experiences.
- The childminder supplements her home provision with a wide range of outings and visits that children enjoy. For example, children go to the park to feed ducks, visit play groups and regularly go to the local library.
- The childminder evaluates her practice regularly. She is committed to developing her setting further and seeks the views of parents in order to help her continually make improvements.

It is not yet outstanding because:

- The childminder does not make the most of opportunities for toddlers to practise their self-care skills to continue to extend their independence and physical skills.
- The childminder does not collect detailed information from parents about children's skills and abilities on entry to assess their starting points as quickly and fully as possible.

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 practise their personal-care skills and develop independence
- improve the already good information sharing with parents to gain more information about what children know and can do when they first start.

Inspection activities

- The inspector observed activities and spoke to children at appropriate time as they played.
- The inspector looked at a range of documentation, including risk assessments and some policies.
- The inspector observed the quality of teaching and she and the childminder jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector spoke to the childminder about how she evaluates the effectiveness of her provision.
- The inspector considered the written views of parents.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the signs that would give her a child protection concern and the appropriate procedures to follow to safeguard children. Detailed policies and procedures underpin her practice well. The childminder has a clear knowledge of children's progress from her effective checks on their development. This enables her to address any areas where children make slower progress. The childminder continues to develop her knowledge and skills in many different ways. For example, she has used her information sharing with other early years professionals to improve her planning and assessments. The childminder reflects on her provision to identify any areas to improve. For example, she has worked with parents to help them support children's learning at home.

Quality of teaching, learning and assessment is good

The childminder supports children's learning through good-quality interactions. The childminder plans around children's interests and builds on their learning as they play. Children show good focus. She encourages their early language skills well in many ways. For example, she supports toddlers' understanding as she repeats words and uses gestures. The childminder sings nursery rhymes to children and encourages them to take an active part. Children enjoy looking at books. When required, the childminder sensitively intervenes to prevent children from becoming frustrated, helping them to achieve their goals.

Personal development, behaviour and welfare are good

The childminder supports children's health and emotional development effectively. Children are happy and demonstrate strong attachments to the childminder. Children receive frequent praise and encouragement and enjoy a range of opportunities to play with children their own age. They have regular opportunities to be active and get plenty of fresh air. The childminder is vigilant around children's safety. For example, she stays very close as they practise their early walking skills and ensures their path is clear. Children play in a well-organised and extremely well-maintained environment.

Outcomes for children are good

Children show how they feel secure and confident. For example, with the childminder's support, they develop self-assurance around unfamiliar visitors and confidently explore toys and resources. They learn to operate technology, such as exploring toys with buttons. Children enjoy many creative play opportunities. For example, toddlers make marks in play dough. They develop their finger muscles copying the childminder's actions. Children babble enthusiastically and copy words in response to the childminder's interactions. All children gain the key skills ready for the next stage in their learning.

Setting details

Unique reference number	EY473302
Local authority	Buckinghamshire
Inspection number	988141
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 0
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in the Stock Lake area of Aylesbury. The childminder offers care Monday to Friday from 7am to 5.30pm, all year round, except for pre-arranged family holidays.

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