

<b>Inspection date</b>	4 March 2015
Previous inspection date	15 December 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 monitoring and assessment processes ensure she has an accurate understanding of children's current levels of development.
- The childminder builds activities around children's interests to broaden their knowledge and skills, and cover all areas of learning.
- The childminder provides a safe, welcoming and inclusive environment where children are encouraged to grow in confidence and self-assurance.
- The childminder shows children, through her own good example, how to behave, share and take turns. As a result, they behave very well and develop the skills they will need for their future learning.
- The childminder has good management skills and organises the quality and effectiveness of her service well. She prioritises her own professional development to maintain a good level of knowledge and skill, to improve outcomes for children.

### It is not yet outstanding because:

- The childminder does not always encourage children to think about what might happen next during their play and activities, to develop their critical thinking or problem solving skills.

## What the setting needs to do to improve further

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

- develop children's critical thinking and problem solving skills further , for example, by encouraging them to work out 'what will happen when'.

### Inspection activities

- The inspector observed children's play and learning in the lounge and kitchen during the inspection.
- The inspector sampled a range of documentation, including development records, policies and procedures, training and those related to suitability.
- The inspector conducted a joint observation with the childminder.
- The inspector took account of parents' views through questionnaires and letters provided by the childminder.

### Inspector

Carolyn Hasler

## Inspection findings

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

The childminder has strong teaching skills which she uses effectively to help children learn. She works successfully with parents and others involved in children's learning so that a consistent approach is used. The childminder is welcoming and offers children lots of encouragement so that they feel able to play freely. Her thoughtful planning links ideas, for example, children enjoy listening and telling stories about chicks and grain, which follows through into making bread. The childminders ongoing commentary develops and extends vocabulary. It introduces other aspects of learning, such as mathematics and understanding the world. Children are physically active and enjoy kneading bread dough. This task strengthens their wrist and hand muscles and helps in preparation for holding writing tools as part of their early writing skills.

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

The childminder builds strong and trusting relationships with children. She recognises the importance of favourite toys in helping children to overcome their anxieties. The childminder models positive behaviours. She plans activities to encourage sharing and turn taking so that children learn how to build friendships. The childminder teaches children how to stay safe and aspects of their understanding are seen within their games. The childminder encourages children to make healthy choices. She offers a menu of freshly prepared meals and snacks. Children are gaining self-care skills and developing awareness of good hygiene routines, which help keep them healthy. Their emotional development is encouraged so that they are able to move forward to the next stage of their learning.

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

The childminder has a good understanding of how well children are doing against their starting points. She has maintained a programme of professional development through training and using the support offered from her local authority. Evidence of this can be seen in the quality of her teaching skills and good practices in delivering a well-planned educational programme and in meeting the legal requirements. The childminder shows a reflective attitude and welcomes parents and children's comments and suggestions towards improving her service. She confidently talks about how she would manage a safeguarding concern and maintains the suitability of those who live on the premises.

## Setting details

<b>Unique reference number</b>	EY307816
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	998735
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 December 2008
<b>Telephone number</b>	

The childminder registered in 2005. She lives in Pitstone village in mid-Buckinghamshire. The childminder operates five days a week, offering a full day including before and after school. The childminder has a home-based level 3 childcare qualification.

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