

Childminder Report

Inspection date	29 September 2015
Previous inspection date	7 September 2011

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 plans a broad range of activities inside and in the outdoor environment. As a result, she motivates and engages children to learn.
- Effective methods of teaching and close monitoring of progress by the childminder ensure that all children make good progress in their learning, including those with additional needs.
- Children play well together; they share and take turns, for example, when learning within small groups. As a result, children display strong social skills and play cooperatively with others.
- Children learn how to keep themselves safe. The childminder develops children's awareness of safety, such as involving children in assessing risks in their environment.
- The childminder actively updates her safeguarding knowledge, thus reducing risks to children.
- There are strong relationships with parents. The childminder and parents regularly share information between the home and the setting. Therefore, children benefit from consistency in their learning and care.

It is not yet outstanding because:

- The childminder does not always encourage children to access a suitable range of resources to extend their pre-writing skills.
- At times, the childminder does not extend children's thinking skills during play, such as through skilful questioning, to develop further their 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:

- review the organisation of resources to further increase children's opportunities to develop their pre-writing skills
- explore ways to extend children's ability to think more critically and solve problems, to help strengthen their learning opportunities.

Inspection activities

- The inspector observed activities in the setting and during outdoor play.
- The inspector looked at children's records, planning and a range of documentation, including the childminder's policies and procedures.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

Inspector

Karen Peters Amphlett

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a secure knowledge of the Early Years Foundation Stage. This has a positive impact on her ability to improve outcomes for children. The childminder has an effective system in place for evaluating her practice. With the full support of parents and the local authority, the childminder seeks ways to improve her provision, for example, by introducing new methods of assessment. This in turn has led to more effective planning for children's individual needs. The childminder is keen to extend her knowledge and attends numerous training courses to develop her teaching skills. As a result, she has developed resources to support children with their pre-reading skills. Safeguarding is effective. The childminder implements robust procedures to protect children; she has a secure knowledge of how to report any welfare concerns to keep children safe.

Quality of teaching, learning and assessment is good

The childminder uses good methods of teaching to extend children's learning. She plans a wide range of activities, which she specifically designs to meet the children's individual needs and interests. She is flexible in her planning; for example, she is able to adjust activities quickly in order to follow children's interests. She uses her observations well to monitor and identify children's next steps in learning. Consequently, all learning environments are stimulating and she offers age-appropriate challenges; therefore, children show good levels of concentration and focus during play.

Personal development, behaviour and welfare are good

Children have strong bonds with the childminder, and are secure and confident. The childminder is a positive role model for the children. As a result, children behave well and understand boundaries. Children learn to care for animals. For example, they show an interest in the childminder's pet dog and tortoises, and enjoy taking the dog for walks. This provides opportunities for children to experience physical exercise. Children learn how to keep themselves safe. For example, they help the childminder to check the garden is safe before entering. Therefore, they learn to identify risks and develop their independence skills.

Outcomes for children are good

All children make good progress and achieve well across all areas of learning. This includes children with additional needs. Children gain independence skills, for example, as they learn to dress themselves for outdoor play. Children cooperate with each other and work well as a team, such as when completing small tasks, and therefore show good skills for their future learning. Overall, children leave the childminder well prepared for school, particularly in their early reading and mathematical skills. For example, older children are able to recognise letters and numbers in the environment and become confident in counting.

Setting details

Unique reference number	116506
Local authority	Buckinghamshire
Inspection number	835979
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	7 September 2011
Telephone number	

The childminder registered in 2000. She lives in Holtspur, Beaconsfield in Buckinghamshire. She cares for children Monday to Friday, from 7.30am to 6.15pm. The childminder holds a relevant qualification at level 3. She is in receipt of early education funding for children aged three and four years.

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