

# Childminder Report

**Inspection date**

30 September 2015

Previous inspection date

11 April 2012

<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
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 has a good knowledge and understanding of child development and she promotes children's learning and care needs effectively.
- Children confidently make choices and help themselves to toys and games. This motivates them to learn and make good progress, ready for the next stage in their learning.
- The childminder develops children's early speaking, reading and writing skills, for example, by sharing songs, rhymes and books with them.
- Children of all ages and abilities experience a broad range of physical activities that encourage them to take risks and try challenges in a safe environment.
- The childminder plans a wide range of interesting outdoor visits to extend learning opportunities. She ensures that children learn to care for themselves, each other and all living things.
- Behaviour is good. The childminder provides very clear expectations, and models caring and considerate attitudes in her relationships with children.
- The childminder is highly effective in communicating with parents about their children's needs, and children feel settled and secure in her care.

**It is not yet outstanding because:**

- Children are not always challenged to think more deeply about their learning.
- Children do not always have enough opportunity to develop their independence skills.

## 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 think deeply across all areas of learning
- provide more opportunities for children to develop their independence.

### Inspection activities

- The inspector observed activities in the childminder's home and outdoors, and the impact they had on children's development.
- The inspector spoke with the childminder and her assistant at appropriate times during the inspection.
- The inspector carried out an observation with the childminder during the inspection.
- The inspector took account of views of parents, including speaking with one parent.
- The inspector looked at children's records, planning procedures, tracking records, learning journals, policies, procedures and other relevant documentation.

### Inspector

Liz Kissane

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder's stimulating and attractive environment promotes children's learning. She monitors her planning to ensure children gain experiences across all areas of learning. She broadens children's experiences through a variety of local visits. For example, they learn to socialise with other children at playgroups and how to keep safe when swimming. The childminder listens to the views of children and parents. To further improve her practice, she attends local authority courses and local childminder forums. She ensures that child protection and safeguarding procedures are followed closely to promote children's welfare and safety, and to protect them from any harm. Safeguarding is effective.

### Quality of teaching, learning and assessment is good

The childminder establishes children's development and learning needs with parents when children start and also shares their progress with parents. The promotion of early speaking, reading and writing skills is strong. For example, a young child learns the words of a lullaby to sing as she rocks her doll. Words and phrases children say are also repeated correctly by adults. Children enjoy a wide selection of good quality climbing, push-and-pull equipment and different toys and games.

### Personal development, behaviour and welfare are good

The childminder communicates high expectations of behaviour so children behave well and feel secure. She invites children to choose and make decisions, guiding them to be sensible, reasonable, and considerate. There are regular, set routines which help them to feel safe. Children understand the need to rest as well as exercise. They socialise as they eat lunch together. The adults seek and value children's views and share and celebrate children's achievements. For example, children discussed a basket of fruit made at a 'messy club' activity as they ate fruit for dessert. They explained their choices of fruit. Calm and consistent insistence on manners means children are polite. Children are encouraged to manage personal needs to develop self-reliance, such as putting on shoes.

### Outcomes for children are good

Children make good progress. They are confident in doing things for themselves in a wide range of activities. They join in with songs, and sit and listen attentively to stories. They develop early reading and writing skills as they recognise the sounds letters make in their name. Very young children know how to handle books. They are well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY435653
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	824099
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11 April 2012
<b>Telephone number</b>	

The childminder registered in 2011 in Chalfont St Giles, Buckinghamshire. She cares for children from 8am to 6pm, for three days a week during term time and school holidays. She has one assistant. The childminder provides free early education for children aged two, three and four years. She holds a relevant level 3 early years qualification.

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