

# Childminder Report

**Inspection date**

10 November 2015

Previous inspection date

6 July 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 organises her provision well. She ensures her home is safe and welcoming and there is a broad range of activities and outings for children that support their all-round development well.
- The childminder builds trusting relationships with parents. She regularly shares information about their children's progress. Parents turn to her for advice about their children's eating, sleeping and behaviour. They appreciate her common sense approach.
- The childminder is an attentive playmate and teacher for the children. She describes what the children are doing and asks questions to extend their learning and understanding. Children make good progress from their starting points.
- The childminder promotes children's physical health well. Children have lots of opportunities to play outside. They enjoy the healthy snacks and home-cooked dinners the childminder provides.
- Children thoroughly enjoy their time with the childminder. Her friendly nature and the praise and encouragement she offers help to build children's self-esteem and confidence in their own abilities.

### It is not yet outstanding because:

- The childminder does not always fully encourage children to express their own ideas, for example, to experiment with craft materials to extend their creativity.
- The childminder does not consistently use her self-evaluation to clearly identify priorities to extend children's learning.

## What the setting needs to do to improve further

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

- improve opportunities for children to explore and express their own ideas during activities to extend their creative skills
- use self-evaluation to clearly identify priorities and extend children's learning.

### Inspection activities

- The inspector observed the childminder and the children indoors and in the garden.
- The inspector took account of the views of parents.
- The inspector spoke with the childminder and her assistant about their understanding of child protection and safeguarding.
- The inspector asked the childminder to evaluate the learning that was taking place.
- The inspector sampled documentation, including qualifications, children's records and policies.

### Inspector

Sarah Holley

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder understands the requirements of her role. She makes good use of her knowledge and qualifications to ensure she fulfils these responsibilities and provides good quality care and education for all children. She shares information with staff at pre-schools children attend to help ensure good continuity of care for all children. The childminder regularly monitors all children's progress to enable her to identify when children may need some extra support or where children are progressing well and are ready to learn new skills. She meets regularly with her assistant to discuss her role and attends meetings with other childminders to enhance her own skills. Safeguarding is effective. The childminder ensures her assistant shares her understanding of her role in protecting children from harm. They both know what steps to take if concerned about a child's welfare.

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

The quality of teaching is good. Children enjoy taking part in all that is on offer. They enjoy joining in with stories and songs in the cosy book corner that help to support their developing speech and language. The childminder plans activities that all children enjoy. She is aware of the children's individual needs and skilfully helps to extend each child's learning accordingly. For example, when children played with pasta and containers, she focused on sharing and pouring with some children and introduced mathematical language about shape, size and quantity for others. The good quality teaching has a positive impact on outcomes for all children.

### Personal development, behaviour and welfare are good

The childminder meets children's care needs well. She ensures they have opportunities to visit with their parents before they stay on their own. Children settle well. Mealtimes are happy, social occasions. The childminder makes good use of these times to help children develop self-help skills. For example, children learn to peel and chop fruit. Children and the childminder share their news and chat about their day. Children know the childminder will listen to them and they feel valued. Children behave well. The childminder sets clear boundaries about acceptable behaviour and offers praise when they are helpful or kind. She helps children learn about keeping themselves safe. For example, children are happy to help tidy up and tell visitors that this is important because it hurts if you stand on toys that they have left on the floor.

### Outcomes for children are good

Children make good progress in their learning. They are developing the skills needed for their future learning and the move to school when the time comes.

## Setting details

<b>Unique reference number</b>	116665
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	825122
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 3
<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>	6 July 2010
<b>Telephone number</b>	

The childminder registered in 1995. She lives in Flackwell Heath, near High Wycombe, Buckinghamshire. She offers care all day, Monday to Friday, throughout the year. She works alongside another childminder in her home and has a registered assistant. She and her assistant hold relevant childcare qualifications at level 3. The childminder is in receipt of funding to provide free early years education for children aged two, three and four years.

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