

# Childminder Report

**Inspection date**

26 November 2015

Previous inspection date

13 July 2011

<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 regularly evaluates her good practice to identify areas and directions of improvement. Effective partnerships with other professionals help children to make good progress in their learning and development.
- The childminder is skilled at developing children's interest in early reading skills. She is enthusiastic and provides the children with challenging activities that engage their imagination effectively during their time with her.
- The children are happy and excited as they play alongside the childminder. She provides a warm, safe and welcoming environment, which helps children feel secure and confident to explore their surroundings.
- The childminder is qualified and committed to ongoing professional development. She uses her expertise to provide good-quality learning experiences for the children in her care.

### It is not yet outstanding because:

- The childminder does not always help older children to concentrate and engage fully in activities to extend their learning.
- The childminder does not always encourage parents to contribute to their children's assessments to strengthen further the shared support for 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:

- help older children to concentrate and become more involved in activities to extend their learning
- encourage parents to contribute to their children's learning and development assessments to strengthen the shared support for children's learning.

### Inspection activities

- The inspector discussed how the childminder observes children's learning and identifies their progress.
- The inspector sampled documents, including safeguarding policies and procedures, and suitability checks.
- The inspector completed a joint observation of children's activities with the childminder.
- The inspector viewed the rooms and resources children use.
- The inspector spoke with parents and the childminder.

### Inspector

Josephine Adeyemi

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a secure knowledge of safeguarding and understands how to protect children's welfare. Safeguarding is effective. The childminder has built good relationships with parents who provide positive feedback about her practice. The childminder attends regular training that she has used to improve the assessments she makes of children. She has introduced new ways to gather initial information about new children and to plan for their development. In addition, she keeps herself up to date with new information and ideas from the internet and uses local resources, such as the library and other childminders, to make continued improvements to her service.

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

The childminder provides good educational programmes for children that support their all-round development. She skilfully plans interesting activities that children enjoy and help them to make good progress in their learning. Children learned about other cultures during a cooking activity and used a floor map to locate the country, and read about the origin of their special Thanksgiving pie. Children eagerly practised skills to complete the task; they matched sizes, counted, and cut and rolled out dough. The childminder routinely assesses children's learning to identify their next steps for their development. Children are learning early literacy skills and develop good communication and language skills. For example, they are learning to hold and write with a pencil and enjoy listening to stories.

### Personal development, behaviour and welfare are good

Children are kind, polite and show consideration for others. They play cooperatively together, share and help each other. They behave well because they understand what the childminder expects from them. For example, the older children help the younger ones to complete their tasks and tidy up. The childminder knows the children well and supports their emotional needs effectively. She regularly praises children for their efforts and achievements. Children are confident and have good self-esteem. The childminder is committed to teaching children to keep themselves safe. For example, older children learn how to cross the road safely on their daily trips to school. Children learn to take care of their health and personal needs. They know when and how to wash their hands, understand about healthy foods and eat nutritious snacks, and enjoy daily exercise.

### Outcomes for children are good

All children are making good progress in their development. They are prepared for their next stages in learning and developing skills for the future.

## Setting details

<b>Unique reference number</b>	EY336550
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	827416
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 July 2011
<b>Telephone number</b>	

The childminder registered in 2007. She lives near Leighton Buzzard, Bedfordshire. She operates her service all year round from 7.45am until 6pm, from Monday to Thursday. The childminder holds an early years qualification at level 5.

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