

Childminder Report

Inspection date

10 December 2015

Previous inspection date

15 March 2012

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 manages her setting effectively and makes good use of the support and training available to her. She continuously develops her skills and seeks to improve her provision.
- Children make good progress and show high levels of focus and concentration in their play. They express themselves effectively, and the childminder creates close bonds with them and helps them feel emotionally secure.
- The childminder works well with parents and other settings children attend to make sure children receive a good level of support. Parents are consistently included in their children's learning.
- The childminder effectively monitors children's learning and regularly shares assessments of their progress with their parents. She makes good use of assessments to help her plan suitable activities that promote children's learning further.

It is not yet outstanding because:

- Children do not always receive a wide range of opportunities to develop an understanding of the different people in the world, including those with different abilities.
- The childminder does not always make the best use of planned activities to challenge children and improve their understanding.

What the setting needs to do to improve further

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

- make the most of opportunities to promote children's awareness of different people in the world, including those beyond their immediate families or experiences
- strengthen further planned activities to consistently provide highly effective challenges, and support children to make rapid progress in their development.

Inspection activities

- The inspector observed children's daily play activities.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the written views of parents.
- The inspector conducted a joint observation with the childminder.
- The inspector viewed a range of documentation, including policies and procedures, and children's records.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

The childminder effectively evaluates her practice and sets achievable goals to improve the setting. She uses the views of parents and other professionals to help her self-evaluation. The childminder accesses regular training and has made continuous improvements to her provision. For example, the childminder has reviewed her planning and assessment system to give a more precise picture to the progress children make. Safeguarding is effective. The childminder understands local child protection procedures and knows what to do if she is concerned for children's safety. The childminder has successful arrangements to share information with other settings children attend and this helps to continuously support children's learning.

Quality of teaching, learning and assessment is good

The childminder makes accurate assessments of children's learning. She works with parents from the start to establish what children can and cannot do. She plans stimulating activities to extend their skills. Children are motivated and enthusiastic as they participate in a range of opportunities, and the childminder uses what she knows they enjoy to motivate them further. For example, as children play with toys dinosaurs, the childminder introduces counting and numerals to develop their mathematical skills. The childminder helps children develop good physical skills. For example, children develop their control over tools and water as they tip and pour in the water tray. The childminder helps children become ready for their next stage in learning. For example, children use a simple registration system when they arrive or find which drinks bottle is theirs, which helps them learn to recognise their name in writing.

Personal development, behaviour and welfare are good

Children behave very well and show persistence and determination as they play. They collaborate and seek out the childminder for help when they need it. The childminder offers a good level of support to meet children's emotional needs and understands how to stimulate and engage them in play. She has suitable expectations of children, and gives clear rules and boundaries to help them understand what is acceptable and what is not. The children respond to this well. For example, children remove their coats and shoes unaided and put them away when returning indoors from the garden. Children receive plenty of fresh air and exercise, and the childminder helps children mix with others frequently.

Outcomes for children are good

Children make consistently good progress in their learning. The childminder has effective arrangements to identify gaps in their learning and gives extra support to those who need it.

Setting details

Unique reference number	EY414646
Local authority	Buckinghamshire
Inspection number	838683
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	15 March 2012
Telephone number	

The childminder registered in 2010 and she lives in High Wycombe, Buckinghamshire. She holds a relevant childcare qualification and receives funding for the free early education of children aged two, three and four years. The childminder offers care all year round, from Monday to Friday, between the hours of 7am and 7pm.

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