

Childminder Report

Inspection date

10 December 2015

Previous inspection date

25 November 2008

The quality and standards of the early years provision	This inspection:	Good	2
	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 promotes positive relationships with children and ensures that children feel secure and confident in her setting.
- There is a strong focus on supporting children's personal, social and emotional development. Children demonstrate positive behaviour and cooperate with polite requests.
- The childminder works closely with her assistants to ensure that routines run smoothly and to meet the individual needs of all children successfully.
- Children engage well in activities and show high levels of concentration.
- The childminder assesses children effectively to identify and address any gaps in learning. All children make at least good progress from their starting points.
- The childminder has a high regard for children's safety, ensuring that the premises are child friendly and that robust safety procedures are in place.

It is not yet outstanding because:

- Children sometimes miss out on opportunities to extend some aspects of learning during familiar activities, such as noticing patterns and reinforcing their awareness of numbers.
- Children do not always have the opportunity to select from a wide range of activities or to choose how they explore resources.

What the setting needs to do to improve further

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

- extend familiar activities, and guide and challenge children's learning
- ensure children have a wider range of activities and more choice in how they explore resources.

Inspection activities

- The inspector observed activities indoors and accompanied the childminder on a school pickup.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder about her practice at appropriate points during the inspection.
- The inspector sampled documentation, including training records, the childminder's self-evaluation form and children's development records.

Inspector

Gillian Little

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of her responsibilities. Since the last inspection, she has improved her procedures for assessing risks. As well as developing risk assessment records, she now includes children in this process to further promote their awareness of safety practices. Safeguarding is effective. The childminder ensures that both she and her assistants have a good understanding of safeguarding. They attend training, network meetings and share good practice. The childminder discusses good practice on a daily basis with her assistants and instructs them well to promote positive outcomes for children. The childminder evaluates her practice thoughtfully, such as identifying further training opportunities for assistants to support children with special educational needs.

Quality of teaching, learning and assessment is good

The childminder incorporates children's individual next steps in learning effectively into ongoing activities so that they continue to make good progress. The childminder's teaching strategies are effective. For example, following children's interest, she gained their attention by demonstrating a threading activity. She helps young children promote their communication skills successfully alongside their spoken language. For instance, she teaches them how to use sign language. The childminder works closely with parents to support their children's development. For example, she embraces the cultural backgrounds of all families and uses parents' expertise to plan relevant learning experiences. The childminder has good working relationships in place with local settings that children attend and readily communicates information to promote continuity.

Personal development, behaviour and welfare are good

Children respond very well to the positive and warm approach from the childminder and her assistants. Young children new to the setting settle very quickly as the childminder takes care to follow their home routines and preferences. The childminder helps younger children to manage their frustrations and to develop key skills, such as being able to feed themselves. Children's healthy eating is promoted well; for example, they enjoy regular, nutritious snacks and meals. The childminder takes care to ensure that children can rest or sleep when they need to and that nappy changing and toileting takes place routinely, so that children stay comfortable. Children enjoy daily outings, such as a walk around the village. The childminder is careful to support their awareness of safety. For example, children learn to look carefully for cars when passing driveways.

Outcomes for children are good

All children, including those with special educational needs, those from different cultural backgrounds and bilingual children, make good progress in preparation for school and their next stages in learning.

Setting details

Unique reference number	EY370863
Local authority	Buckinghamshire
Inspection number	827876
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	25 November 2008
Telephone number	

The childminder registered in 2008. She lives in a village on the outskirts of Chesham in Buckinghamshire. The childminder employs three assistants; of whom, two work with her at any one time. The childminder offers care on a full-time basis for 48 weeks of the year, including out-of-school care. She also offers occasional weekends and overnight care.

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