

Childminder Report

Inspection date	10 December 2015
Previous inspection date	10 October 2011

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 provision effectively and routinely reflects on her practice. She seeks ideas from professionals and childminding networks to improve her provision.
- She uses her good knowledge and understanding of child development to meet children's learning and care needs effectively. Children make good progress from their individual starting points.
- The childminder uses her good teaching skills to successfully support children's all-round learning and development. This is particularly evident in her support for children's language development.
- Children settle very well and feel secure with the childminder. They behave well and learn to listen attentively, use good manners and develop positive attitudes towards other people.
- The childminder works proactively with parents. They all readily share information about children's care and learning needs to promote continuity for children.

It is not yet outstanding because:

- The childminder does not always build effectively on children's interests to enhance their learning; for example, to further encourage their early writing skills.
- Children do not have many opportunities to use their own ideas during arts and crafts activities.

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 to develop children's early writing skills
- improve opportunities for children to develop their creativity using their own ideas.

Inspection activities

- The inspector observed activities in the childminder's home and at a playgroup, and the impact her teaching has on children's development.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector carried out an observation with the childminder during the inspection.
- The inspector spoke with a parent and took account of parents' written feedback in questionnaires.
- The inspector looked at children's records and their learning journals, and sampled the childminder's policies, procedures and other relevant documentation.

Inspector

Liz Kissane

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the childminder has maintained the good quality of her provision. She has responded well to recommendations made and has improved her practice. She now makes better use of assessments of children's development to assist her planning for their future learning. She continues to monitor and review her assessment methods. Safeguarding is effective. The childminder understands her responsibility to safeguard children's welfare and knows how to report any concerns she may have about a child. She maintains a safe play environment and takes suitable safety measures on outings.

Quality of teaching, learning and assessment is good

The childminder establishes children's developmental starting points by working closely with parents, and they share ongoing information to enhance children's learning in the setting and at home. The childminder models the use of mathematical language and ideas; for example, children learn to count and recognise shapes. They gain confidence to speak and build their vocabulary. The childminder encourages children's literacy skills quite well, for example, by reading stories and nurturing children's enjoyment of books. Children enjoy songs and rhymes to music. They have some good opportunities to use their imaginations and to be creative. The childminder provides a good range of activities and outings that children enjoy. She makes good use of resources; including those she borrows to enhance children's understanding of the world and to build on some of their interests. For example, she borrowed resources from a museum so children could observe the stages of a butterfly's life.

Personal development, behaviour and welfare are good

The childminder helps children to build positive and trusting relationships. She shows them how to share and cooperate. Children learn to respect people's differences and to care for living things. They have good opportunities to explore and learn about the local and wider community. The childminder teaches children how to keep safe on outings and the young children know to 'stop, look and listen' before crossing the road. They practise emergency evacuation to help familiarise them with the procedures to follow. Children become increasingly confident and independent. They have plenty of fresh air and develop their physical skills well.

Outcomes for children are good

Children make good progress in their learning and develop the skills to aid their future learning. They are well prepared for the next stages of their learning and their eventual move to school.

Setting details

Unique reference number	107691
Local authority	Buckinghamshire
Inspection number	839498
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	10 October 2011
Telephone number	

The childminder registered in 1983. She lives in Chesham, Buckinghamshire. She cares for children from 7.30am to 6pm, Monday to Thursday, throughout the year. She holds a relevant early years qualification.

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