

Childminder Report



Inspection date 18 December 2015
Previous inspection date 24 March 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 reflects on her provision well. She regularly uses network groups and training courses to improve her strong teaching skills.
- Children learn through play. The childminder actively takes the lead from the children and challenges them in their learning. They make good developmental progress.
- The childminder monitors children's progress and is perceptive in knowing when to move their learning on, or allow them to consolidate skills.
- The childminder provides good explanations and guidance during activities to help children to succeed and complete tasks. She successfully helps children to develop good speech and listening skills.
- Relationships are very strong. The childminder has cultivated great trust and understanding with each child so they are very confident to ask her for help.
- The childminder's high expectations for behaviour and repeated routines help children to develop positive attitudes towards others and good manners.
- The childminder works closely with parents to involve them in their children's learning and to continue learning at home.

It is not yet outstanding because:

- The childminder does not always give children enough opportunities to think critically and explore their own ideas further.

What the setting needs to do to improve further

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

- create more opportunities for children to think critically and explore their own ideas further.

Inspection activities

- The inspector observed activities in the childminder's home, 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.
- The inspector spoke with a parent and took account of all parents' views presented in the form of 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

The childminder provides activities that children become engrossed in, and she monitors how effectively activities match children's needs. She uses ideas for improvements gained from training and networking groups. She is reviewing her assessment methods, and wants to improve the way she checks for any gaps in children's learning. The childminder works well in partnership with parents and others involved in children's care to provide consistency and appropriate support for the children. The childminder implements clear safety procedures to promote children's safety. She is alert to any signs that a child may be at risk of harm and knows how to report any concerns. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Children are enthusiastic learners and motivated in their play. They enjoy sharing books and finding out about different characters in stories. They use the outdoor equipment and develop their physical skills well. The childminder gives very clear suggestions, or explains with actions, to help children tackle challenges and learn to take risks. Children practise their early writing skills; for example, they use thick chinks and clean the blackboard with water using large paint brushes. The childminder adjusts her teaching to meet children's learning needs. For example, when a child counts one object twice, the childminder demonstrates how to count one by one. She provides varied resources to assist children's development. For example, children use posting slots, threads, beads and plastic pincers to help them to develop their coordination. The childminder assesses children's progress accurately and plans some good activities that successfully build on what children already know and can do.

Personal development, behaviour and welfare are good

Children relate well to the childminder. They acquire good independence skills; for example, they hang their coats and remove their shoes when they arrive. They find their own name cards and put them on the register board to show they are present. Younger children match plastic letters to the letters on their name cards. They are learning to write their names. The childminder knows children's needs and responds well when they need assistance. The childminder teaches children to play harmoniously and to tolerate one another's differences. Children listen to her clear and calm guidance. They learn to keep themselves safe and healthy.

Outcomes for children are good

Children make expected or better progress. They learn to handle books. They communicate with one another and they develop good language skills. They show understanding in mathematical learning and enjoy learning about the wider world. They are well prepared for the next stage in their learning and school.

Setting details

Unique reference number	107852
Local authority	Buckinghamshire
Inspection number	839505
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	24 March 2011
Telephone number	

The childminder registered in 1994. She lives in Chalfont St Giles, Buckinghamshire. She cares for children from 7.30am to 6pm, five days a week, during term time and school holidays. She holds an early years qualification at level 3.

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