

# Childminder Report

**Inspection date**

10 February 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 enthusiastic childminder has a good knowledge and understanding of the learning and development requirements. She uses effective teaching methods and provides a stimulating learning environment to help children to make good progress.
- The childminder carries out risk assessments to keep children safe in the different environments they use.
- Children behave well and they respond positively to the constant praise and encouragement offered by the childminder.
- The childminder monitors the effectiveness of her childminding service through self-evaluation. She values the views of children and parents highly and uses them to help plan for the future of her provision.
- The childminder establishes purposeful and trusting relationships with parents and others. She gathers information about the children's care and educational needs to enhance her good childminding service.

### It is not yet outstanding because:

- The childminder does not always track children's learning accurately to identify where they may require extra support.
- The childminder does not always plan opportunities for younger children to learn about their families, other people and familiar things in their lives.

## What the setting needs to do to improve further

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

- refine the tracking of children's good progress to identify where further support may be required and use this information to plan more precisely to improve learning outcomes
- develop younger children's understanding of their families, familiar items and important things in their lives to strengthen their understanding about the world around them.

### Inspection activities

- The inspector observed activities in the childminder's home, inside and in the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's records and planning, and discussed the childminder's policies and procedures.
- The inspector took account of the written views of parents.

### Inspector

Kim Mundy

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. Safeguarding is effective. The childminder keeps up-to-date with child protection training and changes in legislation to safeguard children. She understands her responsibility to deliver the learning and development requirements. The childminder uses ongoing assessment effectively to monitor children's good progress. The childminder successfully recognises her strengths and weaknesses, and has the capacity to make continuous improvement. She makes links with other professionals and attends training courses to enhance her knowledge and skills for caring for children.

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

The childminder provides stimulating activities, based on the children's interests, ages and stages of development. During the inspection, children made musical shakers; they developed their speaking and listening skills as they followed instructions. Children used funnels to fill bottles with different items and explored numbers, colours, sizes and the sounds they made. Children learn about technology and living things. For example, they operate press-button toys, visit the farm and use magnifying glasses to observe bugs. They enjoy scientific activities, such as observing jelly dissolving and using oil and water to make magic glow jars. They practise their early writing skills using chalks and pencils, and write for a purpose, such as shopping lists. Children enjoy art and crafts, stories and musical activities to help develop their creativity and imagination. They learn about diversity; for example, they celebrate festivals, and use multicultural toys and resources during their play.

### Personal development, behaviour and welfare are good

The childminder finds out all she can about the children before they start. She gathers information about their care and educational needs to help her plan and support them in her setting. Children have close relationships with the childminder and they clearly enjoy her interactions and cuddles. The childminder helps children to make good progress in their personal, social and emotional development. She makes good use of local early years settings to encourage young children to socialise with others. Children gain knowledge of how to keep themselves healthy, both emotionally and physically, through regular exercise, outings and healthy eating. Children have good opportunities to develop their physical skills. For example, they enjoy bouncing, climbing and sliding on apparatus.

### Outcomes for children are good

Children make good progress in all areas of their learning and gain key skills for their future education.

## Setting details

<b>Unique reference number</b>	EY475506
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	989205
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2014. She lives in Little Kingshill, Buckinghamshire. The childminder offers care Monday to Friday, from 7.30am until 7.30pm, for most of the year.

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