

Childminder Report

Inspection date

7 June 2016

Previous inspection date

27 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children make good progress in their learning. The childminder monitors their development effectively and makes sure that they gain the skills they need for school.
- The childminder provides children with a wide range of interesting and stimulating learning opportunities. Children are engaged in their play and receive a good level of challenge in their learning.
- The childminder forms effective relationships with the children and their families, to support continuity in children's care and learning.
- Children learn to keep themselves safe and develop an understanding of good hygiene and managing their personal needs. The childminder encourages them to be independent and to make their own choices during their daily play and routines.
- The childminder manages the provision well. She makes accurate evaluations of her provision and has developed her practice and the quality of her teaching well since her last inspection.

It is not yet outstanding because:

- The childminder does not consistently help to develop children's awareness of the differences between themselves and others, to fully celebrate their individual backgrounds and experiences.
- The childminder does not always encourage the use of children's home languages in their play and learning, to build on their good communication and language skills.

What the setting needs to do to improve further

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

- offer children even more opportunities to understand one another's differences and to develop a positive awareness of diversity beyond their own experiences
- encourage the use of all children's home languages further in their play and learning, to enable all children to talk and express themselves as freely as possible.

Inspection activities

- The inspector observed the childminder's interactions with the children during their daily play routines.
- The inspector reviewed a range of documents, including policies and procedures, and children's records.
- The inspector took account of the written views of parents.
- The inspector spoke to the childminder, children and parents at appropriate times throughout the inspection.
- The inspector and the childminder reflected on the effectiveness of a planned activity together.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of what to do if she is concerned for children's safety and welfare, including local reporting procedures. The childminder reviews the quality of her service regularly and takes into account the views of others, including parents. The childminder closely monitors children's progress and reflects on the quality of her teaching, to further support children's learning and development. She makes continual improvements to the quality of her teaching. For example, she regularly updates her knowledge to refresh her skills and improve children's learning experiences.

Quality of teaching, learning and assessment is good

The childminder communicates with parents effectively to meet children's needs and to keep them well informed about their children's progress. She makes accurate assessments of children's learning and sets appropriate challenges in their play. She shares ideas for activities with parents, to encourage them to support their children's learning at home. The childminder provides activities and resources that reflect children's interests and keep them motivated to learn. Children learn early mathematical skills through their everyday experiences, such as counting with the childminder during handwashing routines.

Personal development, behaviour and welfare are good

The childminder supports children's emotional needs well. She forms positive relationships with all children, who often seek her out for comfort and reassurance as they play. Children show high levels of engagement and concentration in activities, and form friendships with one another. For example, as young children talk and play together, they show courtesy and affection for one another. The childminder supports children's awareness of healthy lifestyles well. For example, children enjoy fresh air and exercise each day and learn to wash their hands when necessary. They follow rules and behavioural boundaries as they play and they behave very well. The childminder sets clear expectations for behaviour and children learn to anticipate events during the day, such as their sleep times and activities.

Outcomes for children are good

Children enjoy identifying letters and sounds in sorting activities and begin to recognise their own name. They develop good early writing skills and enjoy practising how to write their name on their artwork. They learn to recognise letters and identify the sounds they make as part of their routine activities. Children make their own decisions, such as what to play with next and the materials they wish to use during craft activities.

Setting details

Unique reference number	EY391402
Local authority	Buckinghamshire
Inspection number	1049209
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	27 January 2014
Telephone number	

The childminder registered in 2009. She lives in High Wycombe, Buckinghamshire. The childminder offers childcare every weekday, from 6.30am to 7pm, all year round. She has a relevant childcare qualification at level 3.

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