

Childminder Report

Inspection date	17 August 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children make good progress in their development. They gain the physical, social and communication skills they need in preparation for future learning.
- The childminder observes children well and makes accurate assessments of their abilities to monitor their progress. She use these to plan a good range of experiences to help them progress even further.
- Parents receive a good level of information about their children's play and learning. The childminder shares her assessments with them and helps them to understand how to extend their learning at home.
- The childminder makes accurate evaluations of her provision and her teaching practices. She reflects on how she can develop her skills and makes changes to benefit children.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to build children's awareness of diversity. She does not help them celebrate their individual traits or achievements, or how they are different from others in their lives.
- The childminder does not always reshape activities to give children highly challenging experiences. For example, she misses opportunities to build on younger children's mathematical skills.

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 to develop children's positive awareness of diversity
- offer more challenge during activities to extend children's mathematical skills.

Inspection activities

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

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

The childminder is well organised and plans learning opportunities for children to support their development. She accesses training and information to support her knowledge and develop her skills further. For example, she has improved her awareness of safeguarding through many online training courses. Safeguarding is effective. The childminder understands local child protection procedures, and identifies and minimises hazards to children's safety. She helps children to understand how to keep themselves safe. For example, she explains the importance of wearing a hat when playing in the garden and why drinking lots of fluids on a hot day helps to keep them healthy. The childminder involves parents in children's development from the very start. She has a range of effective strategies to share information, which helps parents to support their children's learning.

Quality of teaching, learning and assessment is good

The childminder carefully observes the children as they play, assesses their skills and identifies their next steps in learning. The childminder quickly identifies those that need additional support and helps them to catch up with their peers. The childminder asks children questions to help them think and expand on their ideas. She encourages positive behaviour and helps children to negotiate between themselves, such as when sharing toys. The childminder encourages children's early reading and writing skills well. For example, she asks older children to recognise letters and to practise writing their name, and younger children to notice the marks that they make when stirring a cake mixture.

Personal development, behaviour and welfare are good

The childminder offers an inviting play environment, and provides a range of interesting resources and activities to support children's play choices. She encourages children to select and use toys freely, asking for help when they need to. The childminder supports children to be independent; for example, she encourages them to give things a go for themselves. The childminder helps children to develop good physical skills. For example, she teaches them good coordination skills when they play ball games and use the climbing frame.

Outcomes for children are good

Children develop good communication skills. They quickly learn new words and use them in their play. Children play imaginatively and invite others to join in their games. They make-believe with the role-play sets and create a story to their play. Children repeat their real-life experiences, such as using the doll's house and characters to represent their own family. Children are confident and determined, and they persist to complete tasks. For example, as children bake they tip, pour and stir ingredients together. Children behave very well and are sensitive to one another's feelings.

Setting details

Unique reference number	EY482679
Local authority	Buckinghamshire
Inspection number	999176
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	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She is in Aylesbury, Buckinghamshire. The childminder offers childcare each weekday, for up to four and a half days each week, all year round. She offers childcare between 8am and 6pm but is flexible to meet the needs of each family.

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