

Childminder Report

Inspection date

28 September 2016

Previous inspection date

13 October 2015

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. They are well prepared to move on to the next stage of their learning or school, where appropriate.
- The childminder has made good improvements to her practice since the last inspection. For example, she has reviewed her procedures to record and share information regarding children's health and medication needs with parents.
- Parents show that they are happy with the service they receive. The childminder communicates with them regularly to help them understand the progress their children are making and how to support them at home.
- The childminder keeps up to date with local child protection procedures. This helps her to ensure that she is aware of all changes and new guidance. She effectively minimises and manages risks, which helps to support children's safety.
- Children are emotionally settled. They are happy, confident and have good relationships with the childminder and each other. They freely share their thoughts, ideas and feelings with her.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to extend children's early literacy skills further.
- The childminder misses chances to develop children's use of mathematical language in their play.

What the setting needs to do to improve further

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

- make the best possible use of opportunities to develop children's understanding of letters and the sounds that they make
- build further on opportunities as they arise to extend children's mathematical knowledge and understanding.

Inspection activities

- The inspector observed the childminder's interactions with children during daily play routines.
- The inspector took account of parents' written views.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector and the childminder evaluated an 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 communicates effectively with parents and builds positive relationships with all involved in children's learning. For example, she makes sure that parents know how well their children are progressing and works with other settings children attend to complement the learning they experience when they are not with her. The childminder has developed her knowledge, skills and practice since her last inspection. For example, she attends training and makes good use of information and her links with other professionals to improve her own standards of care. Safeguarding is effective. The childminder knows what to do if she is concerned for children's safety and effectively supports their welfare.

Quality of teaching, learning and assessment is good

Children engage in a good range of activities. The childminder understands what children enjoy and in what they are interested. This helps her to plan activities based around their preferences. She carefully observes and accurately assesses children's learning, and offers additional support to help children make consistently good progress. The childminder has a good knowledge of how to interact with children. For example, she asks them questions that encourage them to explain their thinking, and adds resources and suggests different ideas to help extend their play.

Personal development, behaviour and welfare are good

The childminder creates a calm and inviting play space for children to explore and learn. She offers a range of resources that are easily accessible to children. Children develop confidence and are keen to make their own decisions. For example, they choose what to play with after snack time. The childminder reminds and provides consistent guidance to help children learn how to keep themselves safe. Children have a wide range of opportunities to learn about the similarities and differences between themselves and others. For example, the childminder makes good use of what she knows about children's backgrounds to develop their awareness.

Outcomes for children are good

Children develop good communication skills. They listen well to the childminder and one another and use imaginative conversation to keep play going. Children take turns and share effectively. They understand the importance of keeping clean and can manage their own care routines independently. Children are motivated to learn and willing to give activities a go. They create their own play ideas and make good use of the available tools to support these. Children develop good physical skills, such as coordination and pen control. For example, they use pens and other craft resources to create birthday cards for their loved ones.

Setting details

Unique reference number	107924
Local authority	Buckinghamshire
Inspection number	1057405
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	13 October 2015
Telephone number	

The childminder registered in 1996. She lives in Seer Green, Buckinghamshire. The childminder provides care from 8am to 6pm on Monday to Friday, all year round. She receives funding to provide free early education for children aged three and four years.

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