

Childminder Report

Inspection date	3 October 2016
Previous inspection date	2 February 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

- Since the last inspection, the childminder has improved her knowledge of children's learning and development. She plans a wide range of activities which match children's learning needs. All children make good progress from their starting points.
- Parents report that the childminder is supportive and provides many activities that children enjoy. She gives lots of suggestions to help parents support children's learning when they are at home.
- The childminder plans outside play well. For example, she creates opportunities for children to use their senses and to express themselves imaginatively.
- The childminder helps children to learn good behaviours such as sharing and being kind towards each other. She supports children as they learn about their own and others' differences and similarities.
- The childminder talks to parents and observes children to help her evaluate how well she is doing. She addresses weaknesses quickly and identifies areas to improve to support good outcomes for children.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to extend children's interest in reading, to support fully their early literacy development.
- The childminder misses opportunities to encourage children to fully think through and solve problems.

What the setting needs to do to improve further

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

- develop more ways to help children to explore their early reading skills
- give children more time and opportunity to think about, and explore, how and why things happen.

Inspection activities

- The inspector observed children's play and learning during the inspection.
- The inspector sampled a range of documentation, including children's developmental records, policies and procedures, and self-evaluation.
- The inspector conducted a joint observation with the childminder and discussed the findings.
- The inspector took account of children's and parents' views through discussions during the inspection, and by sampling written feedback comments.

Inspector

Carolyn Hasler

Inspection findings

Effectiveness of the leadership and management is good

The childminder forms good links with parents and other professionals, and exchanges information to help children achieve good outcomes. She makes effective use of all available support networks to increase her knowledge and skills. Recent training has helped her develop a greater understanding of how children learn and of which activities best support their skills. This has helped the childminder to develop her teaching skills and plan more effectively for children's future learning. Safeguarding is effective. The childminder is observant of changes in children's appearance and of how they behave. She listens to their concerns and knows the steps to take to help keep children safe.

Quality of teaching, learning and assessment is good

The childminder makes accurate assessments of children's learning, and plans activities that interest children and support their learning. She is enthusiastic when she models activities and uses encouraging language to engage children. The childminder uses good describing words to extend children's learning, such as 'sticky' and 'cold', during a cornflour and water mix activity. She refers to numbers and uses phrases, such as 'more and less', to support children's mathematical development. The childminder talks to children while they play and encourages them to explore their imaginations. For example, she built on their idea about flying to Africa to visit the lions and zebras. The childminder encourages children to move and be active in their play. For instance, she supports them as they ride on toys that they push with their feet.

Personal development, behaviour and welfare are good

The childminder is effective when settling children in her setting. For example, she works closely with parents to ensure she understands children's routines and knows what they like. She successfully builds children's self-awareness and confidence. For instance, she gives them lots of praise and encouragement to support their good behaviour. The childminder helps children take risks in their play while encouraging them to be careful and play safely. For example, children enjoy carrying and trailing large sticks, and learn to do this in a safe manner. The childminder is successful in encouraging children to take care of their own needs. For instance, she teaches them how to put on their shoes and coats, and to do up buttons, for outside play. She encourages children to choose healthy options when eating snacks and meals.

Outcomes for children are good

Children make good use of opportunities to learn. They enjoy each other's company and play well alongside each other. Children are building good language skills and are learning to count, and recognise colours and shapes. They are physically active in their play. Children develop the necessary skills in preparation for school.

Setting details

Unique reference number	EY428873
Local authority	Buckinghamshire
Inspection number	1054504
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	2
Number of children on roll	3
Name of registered person	
Date of previous inspection	2 February 2015
Telephone number	

The childminder registered in 2011. She lives in Buckingham, Buckinghamshire. She provides care during weekdays and operates her service all year round.

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