

Childminder Report

Inspection date

31 October 2016

Previous inspection date

1 July 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

- The childminder has made significant improvements since the last inspection. She uses assessment effectively to check children's achievements to ensure they all make good progress. She has improved information sharing with parents and other early years settings, which has helped her to plan more consistently for children's needs.
- The childminder supports children's communication and language well. Younger children who are learning to talk make better than typical progress and quickly become effective communicators.
- Children are very happy in the childminder's care. She has a consistent, gentle manner. Children settle quickly and develop very secure emotional attachments with her.
- The childminder provides a broad range of exciting activities and outings for children. Children have an enthusiasm for learning and they all make at least good progress relative to their capabilities and starting points.

It is not yet outstanding because:

- At times, the childminder does not challenge children, for example, during activities to help them to make the best progress in their learning.
- On occasion, the childminder does not give children the freedom to explore their individual creative ideas.

What the setting needs to do to improve further

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

- increase the level of challenge to extend children's learning and help them to make even more progress
- give children more opportunity and freedom to explore and express themselves creatively.

Inspection activities

- The inspector observed activities as the childminder played with children.
- The inspector looked at a range of documentation, including records of children's learning, risk assessments and some policies. The inspector explored the childminder's self-evaluation process.
- The inspector spoke with the childminder and children at appropriate times and observed the quality of teaching. The inspector and the childminder jointly evaluated the effectiveness of an activity for children's learning.
- The inspector checked the qualifications of the childminder, along with evidence of suitability checks.
- The inspector considered the written views of parents.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection and knows the procedure to follow if she has concerns about any child's welfare. She knows how to protect children from extreme views and helps them to consider right and wrong. The childminder evaluates the quality of her provision effectively and identifies ways to improve outcomes for children. For example, she has watched children's play and changed the organisation of the toys so younger children participate more confidently. The childminder engages well with opportunities to develop her knowledge and skills to make further improvements to her practice. For example, she improved her observations and planning for children after considering the advice of the local authority adviser.

Quality of teaching, learning and assessment is good

The childminder understands how children learn and how to motivate them. She knows, for example, that young children may not sustain their interest in an activity for long periods of time. She observes children regularly to identify what they need to learn next and provides opportunities for them to gain new skills and learning. For example, older children who attend other settings for most of their care have opportunities to practise the skills they have newly learnt there. Children enjoy many playful opportunities to develop their early literacy and mathematical skills. For example, younger children have favourite books that the childminder reads to them enthusiastically. She helps older children read and write their names, count and recognise shapes.

Personal development, behaviour and welfare are good

The childminder's home is welcoming, with a good range of resources for children to choose from. Children learn to behave well. The childminder helps children form close bonds with her and develop appropriate relationships with others. For example, she takes younger children to small play groups where they interact with other adults and children. She helps older children consider each other and the rules for games they play. Children learn to look after themselves and to lead a healthy lifestyle. For example, the childminder ensures that the children are physically active and they enjoy playing outdoors in her interesting garden.

Outcomes for children are good

Younger children develop good levels of concentration and confidence. They find out about numbers and shapes as part of their play. For example, they talk about 'round and round' as they stir water. They gain some physical skills very quickly, such as climbing. Older children continue the good progress they make in other settings during their time in the childminder's care. All children develop a good range of skills that will help them as they move on to school.

Setting details

Unique reference number	EY286589
Local authority	Buckinghamshire
Inspection number	1054804
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	1 July 2015
Telephone number	

The childminder registered in 2004. She lives in the Springhill area of Grendon Underwood, in Buckinghamshire. The childminder provides care for children from 7.30am to 6pm daily, except for family holidays.

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