

Childminder Report

Inspection date

5 June 2018

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 from their starting points in learning. The childminder encourages children to explore their environment and supports their choices effectively in play.
- The childminder is caring and positive with the children. She is attentive to their needs and offers affection. For example, she sensitively cuddles toddlers as they look at books together. Children are very happy, settled and secure in her care.
- Partnerships with parents are strong. The childminder ensures that parents are involved in their children's care and learning. Parents are kept fully informed about the progress that their children make.
- The childminder uses information from her observations and assessments of children's development well. She plans interesting activities to help support their good progress.

It is not yet outstanding because:

- The childminder does not consistently make effective use of opportunities to extend her professional development, to help raise the quality of teaching and learning to an even higher level.
- Although the childminder has a self-evaluation system, she does not make full use of it at times, to identify and set clearer targets to improve her practice further.

What the setting needs to do to improve further

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

- develop a programme of professional development to help deliver very high-quality teaching and learning experiences
- improve the rigour of the self-evaluation process, and focus on identifying targets to help children make even better progress in their learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector looked at samples of policies, procedures and children's records.
- The inspector took account of the views of parents through the written feedback provided.
- The inspector viewed the areas of the home that are used for childminding.

Inspector

Kate Robertson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of child protection issues and maintains this knowledge, for example, by attending safeguarding training. She knows the correct procedures to follow if she has concerns about a child's welfare. The childminder's home is secure. She carries out risks assessments for her home and for any outings she undertakes with children, to help keep them safe. The childminder monitors children's development regularly to ensure that they are making good progress in all areas of learning. This helps her to identify what children need to learn next.

Quality of teaching, learning and assessment is good

The childminder provides a range of age-appropriate resources that captures children's attention and covers all areas of learning. Children demonstrate their developing listening and attention skills well as they search for requested items in a ball pit. As they play, the childminder offers a commentary, helping them to hear new words. This helps to develop their language skills effectively. The childminder uses clear and simple speech to support children learning to talk. Early literacy skills are also developing well as children look at books with the childminder. For example, toddlers are delighted as they point to pictures and turn pages independently. The childminder talks to children as they play, showing enthusiasm and helping them to persevere, such as when they try to make balls roll down a track.

Personal development, behaviour and welfare are good

Children are happy and settle quickly in the childminder's care. They seek out the childminder for comfort and help when they need it. The childminder is a good role model and shows patience and kindness towards children. The childminder's calm and consistent approach helps children to behave well. She encourages children to eat healthy food and they learn to follow good hygiene routines. The childminder supports children's understanding about being healthy. Children have regular opportunities for physical exercise outdoors. For instance, they visit the local park with the childminder and use a wide variety of resources in her small garden. Children are encouraged to follow good hygiene practices, for example, they learn to wash their hands independently.

Outcomes for children are good

Children are making good progress in their learning and are working securely within the range of development typical for their age. They have a positive attitude towards learning and are keen to try new experiences. Children learn to listen and have good communication skills. They behave well and play safely. Children develop the important skills and attitudes they need for the next stage in their learning.

Setting details

Unique reference number	EY499397
Local authority	Buckinghamshire
Inspection number	1053845
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2016. She lives in High Wycombe, Buckinghamshire. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

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