

Childminder report

Inspection date	19 September 2018
Previous inspection date	30 September 2015

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

The provision is good

- The childminder thoroughly monitors children's progress. She quickly identifies when children may need extra help and provides effective support to close any gaps in their learning swiftly.
- The childminder has good working partnerships with parents and regularly informs them about their children's learning. Parents contribute from the start and continue to share information from home on an ongoing basis. All children make good progress from their starting points.
- The childminder regularly evaluates her provision. She considers the views of parents when reflecting on her practice and identifies clear priorities to drive improvement.
- Children receive a wide range of nutritious, home-cooked meals. This promotes their good physical health.
- The childminder acts as a very positive role model. She provides children with encouragement and praise as they play and teaches them to understand each other's feelings from an early age.

It is not yet outstanding because:

- Although the childminder attends mandatory training, her professional development plans are not fully focused on helping her to raise the quality of teaching further.
- The childminder does not always provide enough opportunities for children to learn about the similarities, differences and cultural backgrounds of others.

What the setting needs to do to improve further

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

- focus plans for professional development that help raise the quality of teaching practice to a higher level
- make the most of opportunities for children to learn about the similarities, differences and cultural backgrounds of others.

Inspection activities

- The inspector toured the premises and reviewed the resources with the childminder.
- The inspector observed the childminder and children during their activities and discussed her observations with the childminder.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments and the children's learning and assessment records.

Inspector

Jane Franks

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder regularly attends child protection training. She has clear procedures in place and understands how to record and report any concerns about the welfare of a child. The childminder places a high priority on ensuring that children remain safe. For example, she supervises children vigilantly and completes robust risk assessments to identify and minimise risks to children's safety. The childminder is organised and regularly updates her policies and procedures, which has a positive impact on the service she provides. The childminder provides effective support for her assistant. For example, she monitors her practice and ensures she completes mandatory training. This helps to develop her assistant's skills and knowledge to carry out her role effectively.

Quality of teaching, learning and assessment is good

The childminder makes regular observations and assessments of children's development. She knows children well and provides a range of activities that follow their interests and next steps in learning. The childminder supports children's language skills well. For example, she teaches them new words, asks questions and gives them time to think and respond. Children learn how to count and use numbers in their play, such as when building and knocking down towers. Younger children engage in activities and show perseverance. For example, they repeatedly attempt to twist and press buttons on interactive toys. They eventually succeed and develop their concentration.

Personal development, behaviour and welfare are good

The childminder is kind and caring and children have built strong relationships with her. They are emotionally secure, confident and comfortable in the childminder's company. The childminder gathers and shares detailed information daily with parents. This helps her to adapt children's care routines and support their emotional well-being. Children develop their independence skills. For example, they choose freely from a range of toys and resources. The childminder offers a wealth of challenging outdoor activities for children. For example, children enjoy visits to the woods and trips to feed the ducks. They learn how to manage risks, such as climbing trees and learn how to stay safe around water.

Outcomes for children are good

Children develop the skills they need for their future learning and move to school. For example, older children learn to recognise and write their names. Younger children enjoy testing and trying out their ideas. They show good coordination and enjoy making marks and connecting magnetic shapes together. This helps to build on their fine-motor skills in preparation for early writing.

Setting details

Unique reference number	EY435653
Local authority	Buckinghamshire
Inspection number	10071503
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	30 September 2015

The childminder registered in 2011. She lives in Chalfont St Giles, Buckinghamshire. The childminder cares for children from 8am to 6pm, Monday to Thursday, during term time and school holidays. On occasion, she works with an assistant. The childminder offers free early education for children aged two, three and four years. She holds an appropriate home-based childcare qualification.

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Piccadilly Gate
Store Street
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