

Childminder report

Inspection date	3 October 2018
Previous inspection date	10 November 2015

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

- Children have a good understanding of behavioural expectations. They show high levels of determination to solve problems for themselves.
- The childminder is committed to her ongoing professional development. She completes regular training with her assistant to help to update their knowledge and skills and develop their teaching further.
- Children enjoy lots of individual attention. They are happy, safe and secure and have built positive attachments to the childminder and her assistant. They demonstrate good levels of emotional well-being.
- The childminder and her assistant are qualified and understand how children learn through play. She interacts well with them and engages positively to support their individual needs and interests. Children make good progress in their learning.
- Young children have tremendous imaginations and are encouraged to lead their own play. For example, they pretend to drive to the supermarket and use the ingredients they buy in their imaginary play.

It is not yet outstanding because:

- The childminder does not provide children with a wide range of opportunities to use drawing and writing materials to record their thoughts and ideas during play, especially for those children who prefer to learn outdoors.
- The childminder's assistant does not always make best use of opportunities to ask children questions as they play to help extend their learning to an even higher level.

What the setting needs to do to improve further

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

- provide more opportunities for children to record their ideas through drawing and writing, especially those who prefer to learn outdoors
- improve the already good quality of teaching by ensuring that assistants extend thinking and challenge children at every opportunity.

Inspection activities

- The inspector undertook a joint observation with the childminder and discussed children's development.
- The inspector reviewed children's development records, a selection of the childminder's policies, children's records and evidence of suitability.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector considered the comments from parents and took their views into account.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The childminder monitors children's progress effectively. This enables her to identify any possible gaps in their learning and implement plans to help them catch up. All children, including those who speak English as an additional language make good progress from their individual starting points. The childminder reflects on her practice, considering the views of others, including her assistant and her co-childminder. This enables her to effectively build on her strengths and identify areas for improvement. Ongoing discussions between the childminder and her assistant allow the childminder to discuss her performance and identify ways she can improve. The arrangements for safeguarding are effective. The childminder and her assistant complete regular training and are alert to the possible indicators that a child may be at risk. They know what action to take if they have any concerns. Partnerships with parents are good. The childminder uses effective communication methods to share information with them about children's learning and development. Parent feedback is very positive. They praise the good standard of care and how the childminder successfully meets children's need.

Quality of teaching, learning and assessment is good

The childminder fosters children's communication skills well. She talks clearly to children and introduces words, such as 'squishy' and 'scrunch' to describe the textures and sounds of different materials. During everyday experiences the childminder encourages children to count. For example, they count how many pieces of fruits they have at snack and the number of legs on a spider they find in the garden. The childminder makes good use of spontaneous opportunities to extend children's learning. For instance, when children attempt to fit into a ride-on play car with a shopping basket they discover they will not all fit. The childminder helps them to find solutions and children discover that if they balance the basket on the back of the car they can all fit inside.

Personal development, behaviour and welfare are good

Children explore the well-organised and homely environment with confidence and ease. They make independent choices in their play from an overall good range of resources and play materials. The childminder successfully helps children to behave well and value and respect others. For example, when children have a minor disagreement over toys, she helps them to find a compromise and agree when it will be the other child's turn. The childminder successfully supports children's understanding of the importance of leading a healthy lifestyle. Children have lots of opportunity for play outdoors and know how to keep themselves safe, such as when using apparatus.

Outcomes for children are good

Children confidently develop the skills that prepare them well for their next stage in their learning. Babies and toddlers are inquisitive and show pleasure, such as when using musical toys. Pre-school children show confidence in speaking and listening and can follow instructions and count reliably to 12. All children show a clear motivation to learn and represent their own ideas during role play.

Setting details

Unique reference number	116665
Local authority	Buckinghamshire
Inspection number	10061989
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	8
Date of previous inspection	10 November 2015

The childminder registered in 1995. She lives in Flackwell Heath, near High Wycombe, Buckinghamshire. She offers care all day, Monday to Friday, throughout the year. She works alongside another childminder in her home and has a registered assistant. She and her assistant hold relevant childcare qualifications at level 3. The childminder is in receipt of funding to provide free early years education for children aged three years.

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