

Childminder report

Inspection date	5 December 2018
Previous inspection date	29 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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		Not Applicable	

Summary of key findings for parents

This provision is good

- The childminder has reflected well on her provision of care since the last inspection. Following her evaluation of the quality of her practice, the childminder has made many improvements. For example, to ensure children's safety, the childminder has reviewed her risk assessments and is now aware of the manufacturer's guidelines for use of the trampoline.
- The childminder's policies, procedures and risk assessments effectively support children's health, safety and well-being.
- The childminder has a good understanding of her role and responsibilities. She has enhanced her partnerships with parents and teachers at the school children attend. She has a good understanding of the achievements children make at school and home, and complements this effectively. Children make good progress.
- The childminder interacts warmly. She provides an interesting and stimulating environment for children before and after the school day.
- Children settle well. They have warm bonds with the childminder. Children behave extremely well at all times and understand the childminder's expectations. They enjoy their time at the setting socialising with children their own age and older.
- Parents are positive about the care they receive. Parents state that the childminder is proactive in supporting children's learning at school, for example, by helping children learn to read.
- Although children can easily access their chosen toys and resources, the childminder misses opportunities to gather their views about planning for future topics or events to extend further the ways children make decisions independently and as a group.

What the setting needs to do to improve further

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

- extend further the opportunities for promoting children's independence and decision-making skills.

Inspection activities

- The inspector observed the childminder interacting with children during their activities.
- The inspector spoke with the childminder about how she works in partnership with parents and with schools children attend.
- The inspector spoke with children and read feedback from parents.
- The inspector sampled the childminder's documentation and children's records.
- The inspector spoke with the childminder about how she has improved the quality of her provision since the last inspection.

Inspector
Aileen Finan

Inspection findings

Effectiveness of leadership and management is good

The childminder offers a safe, welcoming and inclusive environment, where children play contentedly. She is keen to improve continually and keeps her skills and knowledge updated, for example, through training and her own research. This training has included, for instance, improving her knowledge of children's play, the rights of the child and equality and diversity. She acknowledges the importance of keeping herself updated with all new legislation. Safeguarding is effective. The childminder is secure in her knowledge of all aspects of safeguarding matters. She understands how to protect the children in her care. The childminder values the views of parents. She speaks with them regularly and acquires their views, for example through responses to questionnaires, to continue to reflect on the quality of her practice.

Quality of teaching, learning and assessment is good

The childminder offers children a broad range of toys, resources and activities. Children are motivated to play together and enjoy their activities, for example, role play and construction play. The childminder takes time to speak with parents and school teachers to find out about children's interests and previous achievements when they start at the setting. She plans effectively to encourage children's learning, for example, helping them to learn to write their names and to read. The childminder provides written feedback to update parents about children's achievements in the setting and their planned next steps. The childminder interacts enthusiastically. For example, she encourages discussions to support children's confidence for speaking in small groups. They are keen to share information about their school day, such as an outing to a local church. The childminder tells them more about the church they have visited to extend children's knowledge. Children thoroughly enjoy attending. They state that they enjoy playing outdoors and are happy with the toys they share. The childminder is aware of the importance of working alongside other professionals. For example, she follows strategies that support those needing a little more support to help them reach their potential.

Personal development, behaviour and welfare are good

The childminder is supportive of the ways children learn independence. For example, when arriving back at the setting after the school day, children understand the importance of taking responsibility for their personal belongings. For example, children hang up their coats and bags and take off their shoes. The childminder is encouraging of children's healthy lifestyles. For instance, children walk to and from school. They enjoy regular times outdoors for physical activities and benefit from nutritious meals, which they enjoy. Mealtimes are sociable, with children pouring each other drinks, passing around the salad bowl and enjoying pizza slices, followed by yogurts. The childminder helps children to respect others. Children use kind language, for example, they ask politely to leave the table after they have finished their meal.

Setting details

Unique reference number	EY491972
Local authority	Buckinghamshire
Inspection number	10080341
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 - 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	29 January 2018

The childminder registered in 2015. She lives in Chesham, Buckinghamshire. She offers care before and after school, Monday to Thursday, during term time only.

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