

Childminder report

Inspection date	30 January 2019
Previous inspection date	25 June 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		Good	2

Summary of key findings for parents

This provision is good

- Children develop strong attachments to the childminder, who is caring and responsive to their needs. She ensures their emotional well-being is supported and encourages them to explore and investigate their environment with confidence.
- The childminder uses resources from the local community to help support children's physical development. She also has regular trips to local farms, toddler groups and parks, providing opportunities for children to experience other ways of life and develop new friendships.
- The childminder has a good knowledge of all aspects of safeguarding and has a good understanding that children's welfare is paramount.
- The childminder supports children's communication and language skills effectively. She uses simple sentences and responds positively to their babbling, gestures and body language. She provides adequate time for children to respond to questions or instructions.
- The childminder plans achievable and developmentally appropriate next steps for children. She has addressed the action raised at her previous inspection and now uses information observed and gathered from parents when their child starts in order to plan more effectively for each child.
- Children who prefer to play and learn outside do not have consistent opportunities to do so.
- The childminder does not consistently offer younger children opportunities that support them in making marks and developing their early writing skills.

What the setting needs to do to improve further

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

- extend the outdoor opportunities for children who prefer to play and learn outside
- strengthen opportunities for children that support them in making marks and developing their early writing skills.

Inspection activities

- The inspector reviewed a range of documents, including safeguarding procedures and evidence of the suitability of household members.
- The inspector took into account parents' written feedback.
- The inspector carried out a joint observation with the childminder and together evaluated the quality of teaching.
- The inspector observed the childminder's interactions with the children.
- The inspector held discussions with the childminder to confirm her knowledge of safeguarding children.

Inspector
A McMullen

Inspection findings

Effectiveness of leadership and management is good

The childminder completes further training to ensure continual development of her practice. Safeguarding is effective. The childminder has a very good knowledge of wider safeguarding issues and is confident in her understanding of the procedures to follow if she has concerns about a child's welfare. She keeps up to date with safeguarding issues and receives regular guidance from the local authority. The childminder has now taken action to ensure that she is monitoring children's progress effectively. She shares this progress with the parents and other providers the children attend, with whom she has built close relationships. The childminder works within the required ratios and maintains accurate records of attendance, further promoting children's welfare and safety.

Quality of teaching, learning and assessment is good

The childminder plays alongside the children. She responds to their cues and is attentive to their needs. During play there is laughter, babble and singing. The childminder supports children's developing mathematical skills. She provides opportunities for young children to organise and categorise objects, and encourages counting during play. The childminder gains relevant information from parents about what their children can already do. She then uses this information, alongside observations, to plan activities of interest to help develop children's learning. Children are provided with stimulating activities which encourage exploratory play. For example, children explore dry pasta and experiment by transferring it into containers of varying sizes and shapes.

Personal development, behaviour and welfare are good

Children feel secure and valued and have a close bond with the childminder. The childminder puts a strong emphasis on healthy eating. She provides social mealtimes, where she encourages children to try new foods. She has regular discussions with children about the effect of a healthy diet. Parents state that they are pleased with the meals provided. Children participate in physical activities where they use technology to reflect on the effects these have on the body. The childminder encourages older children to be good role models to the younger children. She gives children clear boundaries that are suitable for their understanding. This helps children to learn to manage their behaviour.

Outcomes for children are good

Children make good progress in relation to their starting points and are well prepared for school. Younger children are very responsive to the childminder and follow simple instructions. They are confident and independent learners, and explore all areas of the environment, gaining new learning experiences. Children are eager to participate in new activities.

Setting details

Unique reference number	EY424457
Local authority	Buckinghamshire
Inspection number	10089424
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 June 2018

The childminder registered in 2011 and lives in Bedfordshire. She operates for most of the year on Monday, Wednesday and Friday between the hours of 8am and 6pm. She provides funded early education for two-, three- and four-year-old children.

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