

# Childminder report

<b>Inspection date</b>	5 March 2019
Previous inspection date	23 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### **This provision is good**

- The childminder is committed to her ongoing professional development. For instance, she has completed lots of online courses and shares ideas for activities with other professionals, to help develop her knowledge and build on her teaching skills.
- Children build good relationships with the childminder. They are settled and secure in her care and show good levels of emotional well-being.
- The childminder helps young children to develop good physical skills. For example, she plays games, such as throwing and catching a balloon, and encourages them to push themselves along when using ride-on vehicles.
- Children have good opportunities to develop their early literacy skills. For instance, the childminder places printed materials, pens and whiteboards in her home and garden to encourage their early writing and reading development.
- The childminder plans a range of activities based on children's interests. Children make good progress from their starting points.
- On occasions, the childminder does not give children time to complete their activities before moving on to the next one. As a result, children do not always benefit from a full and positive learning experience.
- The childminder does not regularly involve parents and children in evaluating the setting, to help identify how she can further develop her provision.

## What the setting needs to do to improve further

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

- ensure children have enough time to complete activities or finish games, to enable them to lead their own play and learning further
- strengthen the opportunities for parents and children to share their views on the setting and contribute to its continual improvement.

### Inspection activities

- The inspector viewed the areas of the home used by children.
- The inspector viewed relevant documentation, including evidence of paediatric first-aid training and public liability insurance.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children, and how she monitors their learning and development.
- The inspector observed the interactions between the childminder and children, and considered the impact on their learning.
- The inspector and the childminder discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.

#### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of her roles and responsibilities in relation to keeping children safe and protecting them from harm. She knows what to do if she is concerned about a child's welfare. She has a good overview and knowledge of the way children learn and develop. She completes regular observations and assessments to help identify what children know and can do. She uses this information to identify any gaps and plan for their next steps in learning. She successfully shares information with parents and discusses children's development regularly with them. This helps to promote good outcomes for children and helps ensure continuity in their care and learning.

### Quality of teaching, learning and assessment is good

Children take part in a range of activities based on their interests and needs. They can easily access resources and make independent choices during their play. The childminder supports their communication and language skills well. For instance, she repeats words and uses simple sentences to help children develop understanding and speech. She places a good emphasis on supporting children's understanding of counting and measurement. For example, she encourages children to count during everyday activities and uses words, such as 'full' and 'empty', to help children to understand volume. Children enjoy exploring different textures, including sand, water and paints. The childminder encourages them to explore and investigate these to help them to recognise change, such as when they mix colours together to create patterns.

### Personal development, behaviour and welfare are good

Children have good opportunities to learn about the similarities and differences between themselves and others. For instance, the childminder draws with henna on children's hands and explains that some people decorate their hands to celebrate cultural events. Children's behaviour is good. The childminder acts as a very good role model and sets clear boundaries for behaviour. She gives children gentle guidance and encourages them to develop positive relationships, such as sharing and taking turns during group games. The childminder completes regular checks on her home to identify any potential risks and teaches children to be aware of possible risks, such as when on outings.

### Outcomes for children are good

Children are working comfortably within the range of development typical of them for their age. They are developing the skills they need for the future, including the eventual move to pre-school and school. For example, children happily choose what they want to play with and complete simple tasks, such as putting their shoes and coats away. Toddlers are inquisitive and show pleasure, such as when exploring electronic toys. They eagerly press the buttons so that the toys sing songs, and move their bodies in response to the music.

## Setting details

<b>Unique reference number</b>	EY358081
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10062011
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	23 December 2015

The childminder registered in 2008 and lives in Slough, Berkshire. She operates her service Monday to Friday, from 8am to 6pm, for the majority of the year.

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