

# Childminder report

<b>Inspection date</b>	18 March 2019
Previous inspection date	27 August 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 completes relevant training that increases her good knowledge and skills. She plans for the future and knows what she wants to learn next to continue to help her to develop professionally.
- The childminder carries out evaluations of her work. She asks parents for their views and uses these to support her in making ongoing improvements to her provision.
- The childminder effectively boosts children's learning by demonstrating things to them. For example, when a toy fire engine stops making a noise, the childminder and children work together to fix this by changing the batteries. The children gather around, taking turns to twist the screwdriver.
- Children are making good progress in their learning and development. The childminder effectively identifies ways to increase children's enjoyment of their learning.
- The childminder is calm and affectionate with children. They have deep bonds of attachment with the childminder and demonstrate their obvious enjoyment in being in her care. Young children regularly snuggle up with the childminder for a cuddle, before running off to play again.
- Although the childminder uses different ways to promote children's speech and language, some young children's continual use of dummies inhibits their early talking.
- The childminder provides a range of diverse resources for children. However, she focuses less on expanding children's learning about their own unique experiences.

## What the setting needs to do to improve further

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

- find more ways to work with parents to help promote young children's speech and language skills
- expand further on the good range of opportunities for children to learn about people, families and communities within and beyond their immediate experiences.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder at suitable times. She looked at relevant documentation, such as evidence of the suitability of the childminder, her assistant and household members.
- The inspector read and took account of the written feedback provided by parents.
- The inspector discussed a planned activity with the childminder. She talked to the childminder and children at suitable times throughout the inspection.

#### Inspector

Hayley Marshall-Gowen

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has effective relationships with parents and shares information in different ways to help include them in their children's learning. She shares her plans for children's activities with parents, so they can carry on with children's learning at home. Safeguarding is effective. The childminder has a secure understanding about the signs and symptoms that might indicate a child is at risk of harm. She undertakes training to refresh and deepen her already good knowledge of child protection issues. The childminder thoroughly reviews her home to identify and minimise any likely risks for children. On rare occasions, the childminder works with her mother as her assistant. She supervises her work closely to ensure that she remains aware of her responsibilities.

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

The childminder creates opportunities for children to explore their interests. When they develop a fascination with posting, she cuts tiny pieces of cardboard for them to post through the letterboxes and post box in the small, doll's village. This engages children and promotes the development of the small muscles in their fingers. The childminder uses rhymes and songs to help children to hear and repeat words. Children pick up toy mobile telephones, holding them to their ear. The childminder extends on this, holding a telephone to her own ear and pretending to talk to them. This introduces children to the concept of conversation, and pausing and listening to speech. The childminder makes accurate assessments of children's progress in learning. She reviews children's development on a regular basis to determine the best ways to support their progress.

### Personal development, behaviour and welfare are good

The childminder recognises when young children are teething, and they need extra comfort. Children all climb on the childminder's lap together and she sings rhymes to them. They shriek with laughter as they anticipate being tickled and tell the childminder to tickle them again. The childminder is respectful of children and ensures that she tells them before carrying out personal care, such as wiping their noses. This helps them to know what to expect. Regular trips within the local community help children to learn about the area where they live and to mix with other children, helping to gain good social skills. The childminder encourages children to be active and to learn about being healthy. She encourages children to play gently with the pet dog and learn about maintaining good hygiene.

### Outcomes for children are good

Children's behaviour is excellent. They quickly learn about sharing and taking turns, understanding the childminder's gentle guidance. Children are content and comfortable, and demonstrate high levels of self-esteem. Older children are developing the positive skills that they need in readiness for moving on in their learning and, eventually, starting school.

## Setting details

<b>Unique reference number</b>	EY320926
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10062003
<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 - 6
<b>Total number of places</b>	7
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	27 August 2015

The childminder registered in 2006. She lives in Prestwood and holds a recognised childcare qualification at level 3. She offers care all year round, from 7.30am to 6pm, Monday to Friday. On rare occasions she works with an assistant.

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Piccadilly Gate  
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