

# Childminder report

<b>Inspection date</b>	25 March 2019
Previous inspection date	3 December 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 make choices from a wide range of good-quality resources. They confidently explore the environment and learn new skills as they play.
- The childminder provides an environment that enhances children's understanding of the wider world. For example, children visit local places of worship and complete activities to help them to develop an understanding of different cultures and beliefs.
- Self-evaluation is effective. The childminder continuously reflects on her practice. She regularly involves parents in evaluating her provision to help her to develop further.
- The childminder uses positive strategies to manage children's behaviour. She has clear rules to help children to understand the types of behaviour that are acceptable and those that are not.
- Children make good progress from their starting points. The childminder observes and assesses their development effectively. She identifies any gaps in their learning and provides targeted support to help them catch up quickly.
- The childminder does not always plan adult-led activities as well as she could, to encourage children to complete tasks independently, and keep them interested and fully engaged.
- The childminder does not provide the same level of opportunities outdoors as indoors, to encourage children to play and learn outside.

## What the setting needs to do to improve further

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

- plan adult-led activities more precisely, to encourage children to complete more tasks independently and help sustain their interest to a higher level
- enhance the outdoor area to incorporate further learning experiences which are rich and varied, to encourage children to play and learn outdoors.

### 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 discussed the self-evaluation process with the childminder.

**Inspector**  
Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is committed to her ongoing professional development. She makes good use of online training to help develop her knowledge and skills. For example, training on child development has given her a deeper understanding of how children learn and develop. Since the last inspection, she has taken positive steps to ensure that she records relevant information about the children in her care, including their attendance. The arrangements for safeguarding are effective. The childminder is knowledgeable about safeguarding legislation and child protection issues. She knows what to do if she has any concerns about a child's welfare. She places a good focus on children's safety. For example, she checks the environment daily, to identify and eliminate any potential risks. Regular monitoring of children's progress enables the childminder to identify what children know and can do, and plan for their next steps. She works well in partnership with parents and regularly shares information about children's development and activities, so that parents feel involved in their children's learning.

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

The childminder plans a range of activities based on children's interests. For example, children make 'shakers', using plastic bottles, pasta, lentils and beads. The childminder uses these opportunities to help develop their early counting skills by counting how many pieces of pasta they add to the bottles. Toddlers' communication and language skills are supported well. For instance, the childminder listens to them and responds to their babbles to help develop their attention and listening skills. She makes good use of naturally occurring incidents to extend their speech. For example, when children fill containers and stir the objects inside with a spoon, she uses words such as 'stirring', 'spinning', and 'mixing', to help develop their understanding of action words.

### Personal development, behaviour and welfare are good

Children have good relationships with the childminder. Highly effective settling-in procedures help children to feel safe and secure and build early attachments. They enjoy lots of individual attention and the childminder knows them well. She acts as a good role model, offering children gentle guidance and praise. Children benefit from regular fresh air and exercise at local parks, and learn the importance of leading a healthy lifestyle. For example, they understand the importance of making healthy food choices and following robust hygiene practices. They learn about keeping themselves safe through clear guidance from the childminder. For example, they know that they must be within sight when visiting local parks and playgrounds.

### Outcomes for children are good

Children develop a good range of skills that will help them in their future learning, including at pre-school and school. They learn about routines and expectations for behaviour and to value and respect others. They follow simple instructions and are curious to find out new things. Toddlers are inquisitive and like to try things for themselves, such as when they press the buttons on a friction car and watch it move across the floor.

## Setting details

<b>Unique reference number</b>	EY546803
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10087209
<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 - 7
<b>Total number of places</b>	4
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	3 December 2018

The childminder registered in 2017 and lives in George Green, Slough, Buckinghamshire. She operates all year round from Monday to Sunday. The childminder holds an appropriate childcare qualification at level 3.

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