

# Childminder report

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 28 March 2019  |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Not applicable | <b>2</b> |
|---|---|-------------------------------|----------|
| 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 reflects on her practice well and recognises her strengths and areas to develop. She attends regular training opportunities and acts on the advice of others, such as local authority partners, to help improve her practice and children's outcomes.
- Partnerships with parents are strong. The childminder has developed effective systems that help to include parents in planning for their child's next steps in learning. These help to ensure that children have a consistent approach to their learning at home and in the setting.
- The childminder is a good role model and supports children's behaviour very effectively. She joins in with children's play to help them to understand about sharing. She gives children regular praise. Children behave well.
- Settling-in procedures are tailored to the individual needs of each child and their family. This helps children to develop secure emotional attachments to the childminder.
- At times, the childminder is a little quick to answer for children, which does not fully enable them to test their own knowledge or further develop their thinking skills.
- Occasionally, the childminder misses opportunities to develop children's understanding of why it is important to have a healthy diet.

## What the setting needs to do to improve further

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

- ensure children are given enough time to think and respond to questions in order to help develop their independent learning and problem-solving skills
- support children to understand why it is important to make healthy choices in their diet.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including policies, procedures and children's records.
- The inspector conducted a tour of the premises used for childminding purposes.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.

**Inspector**  
Chris Lamey

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of what to do if she has concerns about a child in her care. She is aware of the duty to prevent children being drawn into situations that may put them at risk of harm. The childminder attends training regularly to ensure her knowledge is up to date and in line with current guidelines and legislation. The childminder risk assesses her home effectively to ensure children can play safely. The childminder ensures the environment is welcoming, well organised and accessible. Children take part in a wide range of adult-led and child-initiated experiences. They are motivated to play, explore and learn.

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

The childminder obtains good information from parents about their children and what they can already do when they register with her. She uses this to identify children's starting points in learning. The childminder regularly observes and assesses children's progress. Her planning for their future learning is based on her accurate assessment of their next steps. The childminder provides activities that focus on children's interests. She uses opportunities such as during storytelling to introduce new words to develop children's communication skills. Children mimic words and sounds the childminder makes, which develops their growing vocabulary. Children are keen to participate in planned activities and become engrossed in their play. For example, they embrace the challenge of using scissors independently and concentrate for long periods of time as they follow the lines drawn on a paper plate.

### Personal development, behaviour and welfare are good

Children are settled, secure and have developed good relationships with the childminder and each other. They explore the well-organised and homely environment with confidence. The childminder has strong relationships with the children. They laugh and joke together as they play and learn. She supports children well to develop good social skills. This includes encouraging them positively to wait their turn as they use magnetic fishing rods to 'catch' fish. Children benefit from regular opportunities to gain fresh air and exercise. They often go for walks in the woods and visit local play parks, which provides space for them to run and develop their large physical skills. On the whole, the childminder promotes healthy lifestyles well. For instance, she ensures that children follow good hygiene routines and provides them with nutritious meals and snacks.

### Outcomes for children are good

Children are safe, secure and happy. They are developing good skills that help them to prepare for the move on to pre-school and school. They interact with other adults and children at groups, which helps them socially and emotionally for moving on. Children become increasingly independent and learn to manage personal care tasks, including feeding themselves and using the toilet. Children are confident communicators who are not afraid to explore their own ideas and try out new things. Children count with certainty and identify numbers that are meaningful to them. Their mathematical skills are developing well.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY540042  |
| <b>Local authority</b>             | Buckinghamshire   |
| <b>Inspection number</b>           | 10089729  |
| <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>       | 0 - 8   |
| <b>Total number of places</b>      | 5   |
| <b>Number of children on roll</b>  | 9   |
| <b>Date of previous inspection</b> | Not applicable  |

The childminder registered in 2016 and lives in Aylesbury. She operates all year round from 7.45am to 6.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder has a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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