

Childminder report

Inspection date	25 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 experienced and enthusiastic childminder regularly reflects on the quality of her provision, taking into account the views of parents and children. This helps her to make further improvements and enhance learning opportunities for children.
- The childminder provides a homely, clean and stimulating learning environment that contributes towards meeting children's individual needs. Children form warm and trusting relationships with the childminder. They are content and settled in her care.
- The childminder provides a wide range of learning experiences to build on children's interest in the outdoors and the wider community. Children grow in confidence and are eager to play and learn. They make good progress in their learning and development.
- The childminder places a good focus on helping children to develop positive relationships with others. Children behave well.
- The childminder does not gather enough in-depth information from parents when children first start in order to provide the highest levels of challenge from the outset.
- At times, the childminder does not make the best use of opportunities for younger children to develop and practise their early number skills.

What the setting needs to do to improve further

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

- enhance the arrangements for gathering information from parents about what their child already knows and can do when they first start, in order to support detailed, targeted planning from the outset
- ensure that younger children have plenty of opportunities to practise their number skills, by recognising and building on the opportunities that occur in children's everyday play and activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector viewed the areas of the premises used for childminding.
- The inspector took into account the written feedback from parents.
- The inspector looked at children's records and a range of other documents, including policies, procedures and evidence of the suitability of adults living in the household.

Inspector

Kate Robertson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands the possible signs of child abuse and knows the procedures to follow if she has concerns about a child's welfare. She checks the environment regularly to keep it free from hazards and she helps children to understand how to stay safe. For example, she reminds children to take extra care when walking near roads. The childminder takes advantage of training opportunities to improve the quality of her provision. For example, to improve children's enjoyment of books she has introduced props to use when reading stories. This means that children listen to stories with increasing interest and understanding. The childminder works closely with other early years settings children attend in order to provide continuity of learning and care.

Quality of teaching, learning and assessment is good

The childminder knows the children well and plans effectively for their learning. She accurately assesses and monitors their progress, which enables her to address any gaps in children's learning. Children thoroughly enjoy outdoor play and explore confidently. For example, they use a range of containers to transfer water from one container to another and show great enthusiasm as they chase each other around the garden. Children develop physical strength. They operate ride-on toys confidently, adjusting speed and negotiating pathways well. The childminder promotes children's language development effectively. For example, children enjoy singing repetitive rhymes while they play instruments and enthusiastically join in with their favourite songs.

Personal development, behaviour and welfare are good

Children share a close relationship with the childminder. She encourages them to follow good hygiene routines and supports their growing independence well. For example, children are encouraged to cut up their own fruit for snacks. The childminder helps children to value their differences and similarities. For instance, she uses craft activities and books to celebrate different festivals and takes children on trips in the community. This helps to extend their understanding of the diverse lives, cultures and backgrounds of people in the wider world.

Outcomes for children are good

Children make good progress from their starting points. They enjoy learning experiences and eagerly take part in activities. Children have a good understanding of polite behaviour and share their toys well. Young children are beginning to be helpful as they tidy away their toys when they have finished their play. They become confident communicators and clearly express their wishes and needs. All children are developing the skills needed for their future learning and the eventual move on to school.

Setting details

Unique reference number	EY541044
Local authority	Buckinghamshire
Inspection number	10089809
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	Not applicable

The childminder registered in 2016. She lives in Aylesbury, Buckinghamshire. The childminder offers care Monday to Friday from 7.30am until 6pm, for most of the year. She receives funding for the provision of free early education for children age three years.

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