

Childminder report

Inspection date	14 May 2019
Previous inspection date	10 December 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 has a good overall knowledge of how to support children's development. She plans interesting activities to meet children's individual needs and to help them move on to their next stage in learning.
- The childminder has strong partnerships with parents. She regularly shares information with them about their child's achievements, and ideas as to how they can extend on this learning at home.
- Children are well settled and confident in the childminder's care. The childminder gathers detailed information from parents about their child before she starts caring for them so that she can meet their needs fully.
- The childminder provides a very stimulating and well-resourced environment, both indoors and outdoors, which supports children across all areas of learning. As a result, children are eager to play and motivated to learn.
- There are effective partnerships in place with other settings children attend. The childminder regularly shares important information to ensure consistency in the care and teaching children receive across the settings.
- Occasionally, the childminder does not give children the time they need to try things out for themselves, or to think and share their answers fully in order to maximise their learning.
- Although the childminder monitors children's development on a regular basis, she does not always use this information precisely enough to help children make the best possible progress in their development.

What the setting needs to do to improve further

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

- allow children more opportunities to think and respond to questions, and try things out for themselves, to further enhance their learning
- further develop the systems in place to monitor and track children's progress, so that information from observations is used more precisely to help children make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching both indoors and outdoors, and assessed its impact on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder and discussed this with her.
- The inspector reviewed a range of documents, including policies and procedures, parents' and children's questionnaires, and records of children's learning.
- The inspector spoke with the childminder at appropriate times during the inspection about how she keeps children safe and helps them to make progress in their learning.
- The inspector looked at written feedback from parents and took account of their views.

Inspector
Carla Roberts

Inspection findings

Effectiveness of leadership and management is good

The childminder is committed to providing a high standard of care and teaching. She reflects on her practice and seeks the views of parents and children as part of her self-evaluation. The childminder welcomes external advice and support, for example from the local authority. She is keen to develop her already good knowledge of how to support children's learning through further training. Safeguarding is effective. The childminder has a secure knowledge of the Local Safeguarding Children Board procedures and who to contact if she is concerned about a child's welfare. She can confidently identify when a child may be at risk of harm, for example through being exposed to extreme views or behaviour. She provides a safe and secure environment for children to play and learn in.

Quality of teaching, learning and assessment is good

The childminder effectively identifies any delays in children's learning. She provides clear feedback and guidance to parents to help ensure that appropriate interventions are put in place to support their child at the earliest opportunity. The childminder provides a language-rich environment which helps support children attach meaning to words. For example, she accompanies picture books with toy props based on children's interest in animals. As a result, they enjoy learning what different animals are called as they match the toys with the pictures in the books. The childminder provides a range of resources which reflect the diverse backgrounds of the children who attend and the world they live in. As a result, children build an awareness of the similarities and differences in themselves and others.

Personal development, behaviour and welfare are good

The childminder helps children understand the importance of living a healthy lifestyle. Children are provided with nutritious snacks and are encouraged to drink water regularly so that they stay hydrated when they play outside. They have plenty of opportunities to develop their physical skills and enjoy spending time in the well-resourced garden area. The childminder takes children on a range of visits, for instance to local toddler groups. This helps them to develop important social skills. The childminder helps support the emotional development of children who have additional learning needs, for example through a 'now, next and then' picture board. As a result, they feel secure as they gain a knowledge of the daily routine and know what to expect during the day.

Outcomes for children are good

Children are progressing well from their starting points. They learn early mathematical skills and language as they role play in the outdoor kitchen. For example, they count out numbered candles to put on the 'cakes' they have mixed using soil and water. Younger children watch with interest as they make marks on a whiteboard with different coloured pens. This helps them to develop their early writing skills. They concentrate intently and take pleasure in watching what happens as they scoop water into cups and pour it through different containers. They are growing in independence in readiness for school. For example, they take themselves to the toilet and put on their shoes when they go to play outside.

Setting details

Unique reference number	EY414646
Local authority	Buckinghamshire
Inspection number	10062022
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 December 2015

The childminder registered in 2010 and lives in High Wycombe, Buckinghamshire. She operates all year round from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

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