

# Childminder report

<b>Inspection date</b>	17 June 2019
Previous inspection date	28 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 understanding of how children learn. She plans interesting activities and provides a wide range of resources and activities to help children make good progress in all areas of learning.
- The childminder has high expectations for children's behaviour. They behave well, learn good manners, share and take turns.
- Parents are well informed about their children's daily routines, activities and progress. The childminder shares resources and ideas to support children's learning at home.
- The childminder risk assesses the different environments used by the children at home and on outings. She identifies and makes any necessary changes to help keep children safe and secure.
- The childminder takes time to reflect on her practice. She accurately identifies her strengths and considers and acts upon areas for development. The childminder values the views of parents and children.
- Sometimes, the childminder does not make the best use of opportunities to fully extend children's early writing during their play.
- Occasionally, the childminder does not make the most of opportunities to extend children's learning about healthy eating.

## What the setting needs to do to improve further

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

- place more emphasis on developing children's early writing to help them understand that print carries meaning
- strengthen the opportunities for children to develop their understanding of the importance of eating healthily.

### Inspection activities

- The inspector observed activities in the childminder's home and garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed and evaluated an activity with the childminder.
- The inspector looked at children's records and planning, and discussed the childminder's policies and procedures.
- The inspector took account of the written views of parents.

**Inspector**  
Kim Mundy

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps up to date with safeguarding practices. She has a good understanding of the reporting procedures should she have concerns about a child's welfare. The childminder builds on her good knowledge and skills. She regularly attends training courses and puts what she learns into practice. For example, she has introduced a wider range of activities and resources to encourage children to use their senses and explore different materials. The childminder closely tracks children's progress to help her quickly identify and close any gaps in their learning.

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

The enthusiastic childminder uses effective teaching skills. She plans meaningful activities based on her accurate assessments of children's progress and interests. This helps children to engage and concentrate well. For example, during a sticking activity, they used their imagination as they placed glue on paper to create the initials of their name. The childminder skilfully engages children in conversations about what they are doing. She introduces new words and encourages them to develop their ideas. Children learn to count confidently, they sort by size and recognise colours and shapes. The childminder focuses strongly on building children's confidence, for instance, by giving consistent praise and encouragement. She provides many activities to help children develop good small-muscle skills. For example, they enjoy threading cereal hoops to make bird feeders. Children develop an enjoyment of books as the childminder uses her voice to capture and maintain their interest.

### Personal development, behaviour and welfare are good

The childminder develops close relationships with the children from the start. She ensures that they are emotionally well prepared for their next stage in learning. The childminder risk assesses the premises and other environments used by the children to help keep them safe and secure. Children are given clear messages about the importance of taking physical exercise and they walk to pre-school groups in the local community. They make good progress in their physical development. For example, they have fun jumping, hopping, climbing and balancing. Children follow good hygiene routines, such as washing their hands to help prevent the spread of infection.

### Outcomes for children are good

All children make good progress from their different starting points. They are inquisitive and enthusiastic learners. Children listen attentively and follow instructions. They develop independence as they use child-friendly knives, dress and undress, and manage in the bathroom with little support. Children develop key skills needed for their next steps in learning and they are well prepared for their eventual move to school.

## Setting details

<b>Unique reference number</b>	107957
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10072269
<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>	2 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	28 January 2016

The childminder registered 1995 and lives in Beaconsfield, Buckinghamshire. She operates all year round from 7am to 7pm, Monday to Friday.

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