

Childminder report

Inspection date	14 August 2019
Previous inspection date	27 August 2015

The quality and standards of the early years provision	This inspection:	Met	
	Previous inspection:	Good	2

Summary of key findings for parents

This provision meets requirements

- The childminder understands her responsibilities to observe and assess children's development on a regular basis. She has a good understanding of how to use that information to plan activities which meet children's individual needs and help them make progress in their learning.
- The childminder offers a wide range of rich and interesting outings which support children across all areas of learning, for example trips to the zoo and farm, picnics in the local parks, and walks in the local woodlands.
- The childminder understands how to provide an inclusive and welcoming environment for children. She places importance on making sure children feel valued, for example, by asking children for ideas about activities they would like to do, and celebrating each child's birthday with a themed tea party of their choosing.
- The childminder understands how to build effective partnerships with parents and other settings children attend. She understands the importance of involving parents in their children's learning.
- The childminder has a good understanding of her responsibilities to safeguard children in her care. She keeps her knowledge and understanding of child protection matters up to date. She is clear about signs which could indicate a child is at risk of harm, and knows the procedures she should follow to keep them safe.
- The childminder understands the importance of providing a safe and secure environment for children to play in. She risk assesses the premises daily and undertakes regular fire drills to make sure that children know what to do in the event of a fire. She keeps her paediatric first-aid training up to date.
- The childminder understands the importance of being reflective of her practice. She seeks feedback from parents and children when evaluating the quality of the service she provides. She has identified areas of professional development where she can enhance the quality of the care she provides even further.

There were no children present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Inspection activities

- The inspector discussed with the childminder how she intends to deliver the requirements of the early years foundation stage.
- The inspector viewed areas of the premises used for childminding indoors and outdoors.
- The inspector sampled a range of documentation, including policies and procedures, risk assessments and certificates of training.
- The inspector discussed with the childminder her understanding of safeguarding procedures.
- The inspector took account of written feedback from parents.

Inspector
Carla Roberts

Setting details

Unique reference number	162277
Local authority	Buckinghamshire
Inspection number	10061997
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	0
Date of previous inspection	27 August 2015

The childminder registered in 2001. She lives in Chesham, Buckinghamshire. The childminder offers care Monday to Friday during termtime and in school holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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