

Childminder report

Inspection date: 2 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder creates a safe, welcoming and homely environment for children. She develops strong bonds with them, for instance by giving them cuddles and reassurance when needed. Children are happy in her care.

Children demonstrate positive attitudes to their learning overall. For example, they enjoy choosing and playing with toys of interest, such as figures and cars. They persevere when they face challenges, such as when they eagerly assemble a track for their train. Children show great excitement when they complete this. They play cooperatively together, saying 'choo-choo' as their trains chug along the track.

The childminder has consistently high expectations for children's learning and behaviour. For instance, she identifies what individual children need to learn next and uses this to plan the curriculum for each child. She has an awareness of how to help children to develop some independence skills. However, she does not fully reflect on how she can embed her expectations for behaviour in, and consistently promote the learning and independence of, children who attend less frequently.

What does the early years setting do well and what does it need to do better?

- The childminder enhances the curriculum she provides with real-life experiences that follow children's interests. For instance, children enjoy going for walks in the fresh air in their local community. They are curious and explore items that they find in their natural environment, such as leaves and conkers. This helps them to develop an awareness of their wider world.
- The childminder evaluates children's progress well and plans activities to help them to extend their knowledge and skills. However, some children do not attend regularly. During the time they do not attend, they develop at different rates. This means that, on occasion, activities that the childminder plans in advance for children are not fully effective. For instance, the childminder wants children to develop their small hand muscles by completing a jigsaw. Children struggle to rotate the individual pieces and do not fully understand how to complete a jigsaw. Consequently, they lose interest in the activity.
- The childminder promotes healthy eating. She helps parents and children to begin to understand how they can make healthy eating choices. For instance, she provides advice and guidance about what makes a healthy lunchbox. She takes children to the local market to learn about fruit and vegetables. They enjoy buying these for their snack.
- Children listen and respond well at routine times of day. For example, they cooperate with sleep and nappy change routines. However, the childminder does not fully promote age-appropriate opportunities for children to manage their own self-care. For instance, she does not adapt handwashing routines to help

develop the emerging independence skills of children who attend less frequently.

- Children begin to understand how they are unique. This is demonstrated when the childminder uses a wide variety of books to help them explore people and families other than their own. Children learn about festivals in the calendar year, such as Chinese New Year, and enjoy making Chinese lanterns. This helps them to develop an understanding of, and respect for, others.
- Children are well behaved. The childminder adopts a calm and supportive approach to help them to manage their feelings and behaviour. She has high expectations. However, she has not considered how she can help children fully understand these when they attend infrequently.
- The childminder develops positive partnerships with other settings that children attend. For example, she uses home-link books to communicate with parents and staff at other settings that children attend. This helps her to promote an effective joint approach to supporting children's care and learning.
- Since the last inspection, the childminder has begun evaluating her practice regularly. She has considered the views of parents and identified areas to improve. For instance, she ensures that information she shares with parents about their children's progress is easy to understand.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She is familiar with the local reporting procedures should she have any concerns about children's welfare. She has a secure understanding of the signs and symptoms that may indicate that children are at risk of harm, including radical and extreme views and behaviours. The childminder ensures that children are safe in her home and when on outings. For example, she has set procedures for walking children to and from school. She ensures that children understand these. This helps them to begin to understand how to keep themselves safe.

What does the setting need to do to improve?

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

- find ways to promote continuity for children who attend the setting infrequently to help to support their learning and behaviour more successfully
- review routines, such as for handwashing, to help children to begin to learn how to manage their own self-care.

Setting details

Unique reference number	162113
Local authority	Buckinghamshire
Inspection number	10093442
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	18
Number of children on roll	13
Date of previous inspection	17 January 2019

Information about this early years setting

The childminder registered in 2001 and lives in Wendover, Buckinghamshire. She operates from 7am to 6pm, Monday to Friday, all year round. The childminder has a recognised childcare qualification at level 3. She employs two assistants who work occasionally for her.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- The childminder took the inspector on a learning walk around the setting.
- The inspector observed the childminder's quality of teaching, and both jointly evaluated the effectiveness of the childminder's interactions with children.
- The childminder and inspector talked about the curriculum and how the childminder implements this in her setting.
- The inspector checked evidence of the childminder and her assistants' training and suitability. She sampled documentation and looked at evidence of suitability of persons living in the household.

We carried out this inspection 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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