

Childminder report

Inspection date: 9 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder's home is welcoming and inclusive. She offers a broad range of toys, activities and outings that support children's interests and guide their learning. The childminder has a warm, caring disposition and children respond to her very well. Children settle happily and are willing and motivated to learn. They show that they feel safe and emotionally secure.

Children are demonstrating independence. They have the confidence to try things for themselves, such as independently putting on their shoes to play outdoors, and working out if they are on the correct feet, or not. The childminder encourages children to use polite language and good manners. She has high expectations for all children. Relationships between the children are very good. They show respect to each other and their toys and resources. Children behave very well at all times. Children of all ages enjoy many opportunities to be outdoors. The childminder takes them for woodland walks, visits to the park, farms and outings within the local community.

The childminder has a strong commitment to updating her skills and embeds new knowledge into her practice efficiently. She plans effectively for children's learning and regularly shares children's achievements with parents. Feedback from parents is positive. They state, for example, that their children are thriving and that older children show school readiness.

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

- The childminder has a clear and ambitious vision for her practice and for developing her skills to further enhance children's learning. She has completed further professional qualifications and has been inspired by her research. For example, the childminder has invested time in considering different approaches to play. She explained that during her research into 'Loose parts' play, she highlighted many benefits for children in extending their imaginations when they use resources for different purposes and outcomes.
- The childminder has clear systems in place to monitor children's attainment. She plans interesting and challenging activities, based on children's interests and what she knows about them, to build on what they can already do. She offers support to parents to extend this learning at home. The childminder is proactive and seeks guidance and support when recognising any gaps that emerge in children's learning. She is confident to make interventions to help to ensure that all children reach their potential.
- Younger children are developing an interest in literacy. They thoroughly enjoy listening to stories, and confidently turn the pages as the childminder reads to them. She proactively uses hand puppets when singing action rhymes and

songs. Younger children engage well and are intrigued by the puppets. Overall, the childminder promotes younger children's developing communication very well. However, at times, she misses opportunities to extend and model language to challenge children even further.

- Babies and younger children show curiosity in their environment. They explore happily and, in doing so, enhance their physical development and capabilities. They are very content and enjoy cuddles with the childminder. They show secure attachments with her. Older children show a positive regard to managing their feelings and behaviour. They understand the childminder's expectations.
- All children are encouraged to lead healthy lifestyles. Children invent racing games as they play on scooters, happily racing against each other, saying 'I win', as they demonstrate good coordination skills. Children enjoy activities with bubbles as the childminder helps the younger children to 'blow' these independently.
- The childminder has established effective connections with other professionals who share the care of the children attending. She is proactive in sharing relevant information about children. However, these partnerships are not fully established to enhance her knowledge and understanding of what children learn elsewhere. Partnerships with parents are very well established. Parents make a positive contribution by providing the childminder with information about what children do and know from their learning at home.
- The childminder is aware of her responsibilities in working with her husband, who is registered as her assistant, although this arrangement is rarely utilised. For example, she states that her husband sometimes helps out at snack times, and, therefore, he ensures that his knowledge of children's allergies and/or dietary preferences is up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to safeguard children. She demonstrates a secure awareness of the typical signs and symptoms that may indicate possible abuse. The childminder has undertaken further training to enhance her wider safeguarding knowledge. For example, she has undertaken training to support her knowledge of the 'Prevent' duty guidance. She knows the procedures to follow if she has a concern about a child's welfare. The childminder adheres to her policies, procedures and risk assessments to promote children's health, safety and well-being. She understands the importance of helping children to develop their own perception of risk in line with their ages and abilities.

What does the setting need to do to improve?

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

- build on the strategies to support and enhance even further younger children's developing speech and language
- extend knowledge and understanding of what children are learning at other settings to promote even more consistency for continuity of children's care and their readiness for their next stages of learning.

Setting details

Unique reference number	EY380862
Local authority	Buckinghamshire
Inspection number	10108700
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	17 June 2015

Information about this early years setting

The childminder registered in 2008. She lives in Taplow, near Maidenhead, Berkshire. The childminder works Monday to Friday for most weeks of the year. She is registered to work with her husband who is her assistant. The childminder holds an appropriate childcare qualification at level 6.

Information about this inspection

Inspector

Aileen Finan

Inspection activities

- The inspector spoke with the childminder about how she plans for children's interests and learning.
- The inspector observed the childminder interacting with the children.
- Relevant documentation was sampled during the inspection.
- Discussions took place with the childminder. The inspector spoke with her about how she has updated her skills and knowledge and how this had been embedded into practice.
- The inspector spoke with children and read feedback from parents.

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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