

# Childminder report

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Inspection date:

7 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is good

The childminder creates a welcoming and homely environment where she provides a curriculum which focuses on children's individual learning needs. She has high expectations of all children in her care. For example, when children display an interest in numbers and counting she effectively builds on this by introducing numbers from 1-99 using a wooden calendar. Children as young as two identify double figure numbers.

The childminder has a very strong relationship with children, who respect her and relate to her extremely well. They often call her name and include her in their play. She encourages positive behaviour and supports children to think of ways to help each other and understand other people's feelings and emotions.

Overall, the childminder has a good knowledge and understanding of what she does well to promote children's development. However, at times, she does not give children enough time to think and respond to questions asked of them before answering the question herself. The childminder provides many resources that children access freely. They know what toys they want to use and where to find them. This helps children to gain good independence. Children are aware of the fact they need to wash their hands before eating and the childminder uses mealtimes well to support children to learn about healthy eating and making healthy food choices.

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

- The childminder builds strong partnerships with parents, who make positive comments about the setting. For example, parents write the childminder is 'incredibly kind and patient' and she 'provides brilliant activities'. They also state the daily diary is very informative and gives lots of information about children's care, activities and developmental progress.
- Children's learning is monitored effectively by the childminder. She regularly tracks children's achievements. She uses her findings to plan experiences, taking into account children's interests, so that children can build their knowledge and skills well. However, the childminder does not make best use of the information provided by parents about their children's prior knowledge and skills when they join her setting, to plan for children's learning more precisely from the outset.
- The childminder works well with other providers to ensure children are ready for nursery or school when the time comes. She provides transition progress reports to enable the next setting to rapidly learn about the children's needs to prepare them for their next steps in learning.
- The wide range of experiences offered to children broadens their knowledge of the world around them and supports them to develop their social skills. For

example, they attend age-appropriate groups and visit the library and local parks. Children spend time outside or engaged in physical activity every day. During outings, the childminder teaches children about road safety.

- Children enjoy listening to stories. They learn to handle books carefully and take turns to turn the pages. The childminder encourages the children to retell the story using the pictures. However, at times, the childminder is over-eager in her questioning and does not give children the time they need to process their thoughts before she provides the answer for them.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She makes plans to improve her setting for the benefit of the children in her care. The childminder attends regular training to develop her knowledge and skills. This helps to contribute to the good learning environment that children benefit from and their ongoing good progress.
- Children benefit from a dedicated playroom in which the childminder provides stimulating activities using many natural materials. The wide range of resources mean that children quickly become absorbed in their choice of play.
- The childminder plans and delivers many exciting and imaginative activities for the children. For example, they make paper plate poppies using 'scrunchy' red tissue paper. They explore textures and colours as the glue mixes with the red paper to make pink.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth understanding of child protection procedures, including the wider issues of safeguarding such as keeping children safe from radicalisation or extremism. She can identify when a child may be at risk and has a detailed safeguarding policy with relevant contact numbers she can access when necessary. Children are encouraged to keep safe within the environment, for instance by tidying toys away and sitting down when eating. The childminder has relevant safety equipment, such as a fire blanket and extinguisher. She carries out regular fire drills to ensure children are aware of procedures in the event of an emergency.

## What does the setting need to do to improve?

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

- provide children with enough time to think and respond to questions and comments to develop their communication and language skills and imagination even further
- make better use of the information provided by parents about their children's prior knowledge and skills to plan for children's learning more precisely from the outset.

## Setting details

<b>Unique reference number</b>	EY288131
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10108578
<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 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	4 February 2015

## Information about this early years setting

The childminder registered in 2004. She lives in Denham, in South Buckinghamshire. The childminder operates from 7.30am until 5.30pm, for most of the year except bank holidays and family holidays. She holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Chris Lamey

### Inspection activities

- The childminder and inspector conducted a learning walk to view the provision and discuss the planning for children's learning.
- The inspector took account of parents' written feedback.
- The inspector looked at documentation, including the safeguarding policy, training certificates and children's learning records.
- The inspector held discussions with the childminder about the activities that she plans and how these activities benefit children's learning and development.
- The inspector held a number of discussions with the childminder regarding how she keeps children safe from harm.

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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