

Childminder report

Inspection date: 14 January 2020

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

The provision is good

Children are curious and engaged learners. They show good concentration and respond well to challenge. This is illustrated as they carefully select beads and thread them onto sticks with control. Children identify the colour of each bead and count them one by one as they make colour patterns.

Children develop strong bonds with the childminder and her assistant. For instance, older children confidently ask for help with their learning. Younger children demonstrate that they feel safe, happy and secure. They seek comfort and cuddles to show that they are getting tired. The childminder and her assistant help children to develop positive relationships with each other. For example, they encourage and praise children when they play cooperatively and use good manners. Children behave well.

Children benefit from a wide range of well-planned learning opportunities. The childminder and her assistant share a strong understanding of what children need to learn next. They share ideas and plan activities together to help children develop their knowledge and skills. However, the childminder has not fully considered how to make the best use of her environment to enhance learning experiences for children who prefer to play outdoors.

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

- The childminder reflects well on her service. She completes regular professional development to help to refresh her knowledge. This is illustrated when she completed training about babies in preparation for younger children starting at her setting. Following the training, the childminder made adaptations to her playroom. This helped her provide a safe and stimulating environment for younger children.
- The childminder supervises the performance of her assistant well. For example, they work closely together. The childminder ensures that they talk constructively about how they can adapt their practice to promote children's good progress.
- The childminder and her assistant share a strong understanding of the curriculum focus for the children in their care. For instance, they focus on developing younger children's physical development, language and social skills. They prepare older children for their eventual move to school. They organise their provision well to implement the curriculum and provide appropriate challenge during activities. However, they have not fully considered how they can maximise learning opportunities for children who prefer to learn outdoors.
- The childminder and her assistant develop positive partnerships with parents. For instance, they meet with them before children start to find out about children's routines and interests. They discuss what children can do at home in

relation to their age. The childminder develops strong communication with parents, for instance through discussions at collection time and using a daily diary. She provides suggestions of how parents can help to support their children's learning at home. Parents are overwhelmingly positive about their children's care.

- The childminder has a strong understanding of how to develop children's communication skills and love of reading. For instance, she reads stories to children throughout their day. Older children listen intently to the childminder as she reads enthusiastically. They anticipate and join in with key phrases in the story. As the children play with animals, the childminder enhances their vocabulary well. This is demonstrated as she talks to children about different types of dinosaurs. She describes their features, such as their shields and claws, and she teaches children their correct name. Children go on to use these new words in their play.
- Children are very sociable and confident in the childminder's care. They show an interest in visitors, smiling and babbling as they bring toys to show them. Children enjoy their learning. For example, they squeal with excitement as they roll balls along the tray and watch what happens to them. They persevere as they practise pushing shapes and pipe cleaners into holes. They enjoy exploring how magnets attract to one another.
- The childminder teaches older children how to independently manage their health and self-care effectively. For instance, she teaches them how to use cutlery, wash their hands and put their own coats on. However, she has not fully considered how she can support younger children's growing understanding of routine practices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of how to keep children safe. The childminder undertakes training to help to ensure that her knowledge is up to date. She shares this information with her assistant well. The childminder and her assistant have a strong understanding of the signs and symptoms that may indicate that children are at risk of harm. This includes radical and extreme views. They are aware of local multi-agency safeguarding arrangements should they have a concern about children's welfare. The childminder and her assistant have a strong understanding of whistle-blowing procedures.

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 range of learning experiences for children who prefer to play

outdoors

- promote further children's good health, in particular supporting younger children's growing awareness of everyday routine practices such as handwashing.

Setting details

Unique reference number	EY429045
Local authority	Buckinghamshire
Inspection number	10060307
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	12
Number of children on roll	10
Date of previous inspection	26 June 2015

Information about this early years setting

The childminder registered in 2011. She lives in Aylesbury, Buckinghamshire. The childminder operates Monday to Thursday during term time from 7.30am to 5.30pm. She regularly works with an assistant.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- The childminder took the inspector on a learning walk around the setting.
- The inspector observed and evaluated an activity with the childminder.
- The inspector checked evidence of the suitability of the childminder, her assistant and members of her household. The inspector spoke to the childminder about how she evaluates the effectiveness of her provision.
- The inspector talked to the childminder's assistant at relevant points in the inspection.
- The inspector considered the written views of 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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