

# Childminder report

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Inspection date: 22 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Met
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder knows the children she cares for well. She plays alongside children and interacts positively with them. Young children clearly demonstrate strong bonds with the childminder as they sit next to her and listen to stories. She provides a warm and nurturing environment to help children to feel safe and secure. As a result, children settle very quickly and are happy, confident and eager to learn.

The childminder plans interesting activities which interest and encourage children to learn. Children show high levels of concentration as they play, such as when they attempt to build a tower from magnetic shapes. Children make their own free choices during play, such as when they enthusiastically make pegboard pictures. The childminder is a positive role model who provides a wealth of praise and encouragement. This supports children's emotional well-being very effectively.

The childminder has high expectations for every child and as a result, children have good attitudes to learning. They are curious, inquisitive and keen to take part in all activities. They are happy and enjoy exploring and leading their own learning through play. Children develop their independence skills well. For instance, they feed themselves at mealtimes and wash their own hands confidently.

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

- Parents appreciate the good care and interesting experiences that the childminder provides for their children. The childminder ensures that parents receive information about every aspect of their children's care and learning. For example, she uses daily diaries and a variety of other forms of communication. The childminder works with parents to encourage children in their personal care and self-help skills. For example, children learn to go to the toilet independently.
- Children excitedly express their thoughts and ideas with the childminder. The childminder engages children in meaningful conversations to extend their communication skills. For example, children talk about what they do at home and recall recent visits to the hospital. The childminder values what the children have to say and gives enough time for them to think and respond to questions.
- The experienced childminder has a good understanding of how children learn. Children take part in challenging and enjoyable activities. For example, younger children have lots of fun practising their coordination as they make shapes with magnets. The childminder assesses children's development continually, and monitors their progress closely to check that there are no gaps in their learning. The childminder quickly puts in place early interventions to support each child. As a result, all children make good progress in their learning.
- The childminder spends time reflecting on her practice to ensure she maintains

good levels of care for children. She is committed to continually improving and developing her setting. The childminder considers the views of parents and children to help her to establish priorities for further improvement. She also uses professional development opportunities effectively to improve her skills and children's experiences.

- Children are well behaved. They show care and consideration towards babies and adults. The childminder praises children in a consistent and meaningful way that increases their self-esteem and emotional well-being. Young children follow good hygiene routines. For example, the childminder shows children how to wash their hands thoroughly. She gives clear messages about healthy lifestyles. For example, she provides nutritious snacks and meals. Children who prefer to learn outside have a wealth of opportunities to explore and be physically active when they play in the garden or visit local parks.
- The childminder provides a range of activities for children to develop their literacy skills. Children freely choose books to read and show an interest in stories. The childminder encourages children to appreciate books and stories as they sit next to her and listen to her read. Children are confident talkers who excitedly identify the illustrations in the book. However, the childminder does not provide as many opportunities for children to practise their early writing skills during their play.
- The childminder carefully considers the activities and experiences that she provides for children. However, she does not always use everyday activities well to extend younger children's understanding of numbers and counting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with all safeguarding training and as a result, has excellent and informed knowledge. She has a clear understanding of the signs and symptoms that may suggest a child is at risk of harm. The childminder is highly vigilant and takes sensible precautions to safeguard children. She is extremely clear about the procedures to follow should she have concerns about a child's well-being. Her risk assessments of the home and for outings are thorough.

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

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

- extend opportunities for younger children to make marks and develop their early writing skills
- make better use of opportunities that arise in children's everyday play and activities to support children to practise their counting skills.

## Setting details

<b>Unique reference number</b>	152552
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10132594
<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>	0 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	24 June 2015

## Information about this early years setting

The childminder registered in 2001 and lives in Prestwood, Buckinghamshire. She operates four days a week, including before and after school and during school holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Robertson

### Inspection activities

- The inspector held a number of discussions with the childminder throughout the inspection.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- A joint observation of an activity was evaluated by the inspector and the childminder.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- During the inspection, the inspector spoke to and interacted with the children.
- The inspector took account of the views of parents and children through written feedback.

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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