

Childminder report

Inspection date: 11 March 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 form close bonds with the childminder and each other. They feel safe and confident to approach her for a cuddle while they explore the activities she provides. The childminder has high expectations for all children to develop their independence skills. For example, older children learn how to use the zip on their coat, and younger children learn to use their cutlery at mealtimes. Older children play well alongside younger children and teach them how to share and take turns. There is a calm and focused atmosphere in the childminder's home, where all children develop good concentration skills and behave very well.

The childminder helps children develop the small muscles in their hands with a range of age-appropriate activities. Older children use creative beads and complete jigsaw puzzles which offer lots of challenge. Younger children explore shaving foam in the garden, making marks and practising their early writing skills. All children enjoy dancing to music from the radio on the childminder's antique gramophone. This teaches children about how people used to listen to music before the start of the digital age. Children enjoy learning the game of croquet in the garden, which supports them to develop coordination and balance while having fun with their friends.

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

- The childminder knows the children well and has a good knowledge of their progress and stages of development. Due to an oversight, the childminder has not completed the required two-year progress check for one child in a timely manner. However, she shares robust information with parents and other settings children attend to create a united approach to their early education. All children are progressing well and developing a wide range of skills to help them with future learning.
- The childminder plans suitably challenging activities which follow children's interests and support the youngest children to develop good levels of concentration as they play. For example, they make bird feeders and discuss which birds may like to visit the garden to eat them. The childminder introduces the language of early mathematics. She encourages older children to add five more pieces of food for the birds and count how many pieces they now have. Young children try hard to thread cereal onto pipe cleaners and look proud as they finish making their feeder for the garden.
- Children learn about the similarities and differences between themselves and others. For instance, they look at pictures on jigsaw puzzles and discuss which hair and skin colours are similar and different to their own. Children enjoy learning about festivals such as Diwali and Easter. They make lanterns and learn how others eat food with chopsticks.

- Children explore toys which introduce them to technology. A favourite musical toy helps them learn to count while they post coloured discs into a hole on the top. The childminder uses this to teach younger children colours and help older children to identify numerals up to 10. Younger children extend their vocabulary as the childminder models new words such as 'up', 'down', 'push' and 'pull,' while they post items and open the door.
- The childminder chooses toys for children each day which follow their interests and individual learning styles. She brings these down from a storage room upstairs. However, the childminder has not considered the benefits to children of being able to have greater access to the books and resources to explore their own ideas more fully.
- Children get plenty of fresh air and exercise. For example, they visit parks and soft-play areas and walk in nearby woodland. They thoroughly enjoy train trips and bus rides to places of interest with the childminder. A favourite game is recognising which numbers are on people's front doors on the walk to the cafe. These activities help them to learn about the world around them. Children develop a good understanding of how to keep safe by roads and on the train.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she regularly updates her knowledge about how to keep children safe. She clearly describes a wide range of indicators which may cause concern about a child's welfare. The childminder is confident explaining the local authority reporting procedures to follow if she has concerns about a child's welfare. She diligently records children's attendance and documents any accidents they have. This all helps to monitor their safety and well-being.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that required progress checks for children aged between two and three years are completed in a timely manner.	27/03/2020

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

- make better use of the wide range of books and resources to support children's choice, learning and enjoyment.

Setting details

Unique reference number	107691
Local authority	Buckinghamshire
Inspection number	10061979
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 December 2015

Information about this early years setting

The childminder registered in 1983. She lives in Chesham, Buckinghamshire. She cares for children from 7.45am to 6.30pm, Monday to Thursday, throughout the year.

Information about this inspection

Inspector

Charlotte Foster

Inspection activities

- The childminder discussed the needs of individual children with the inspector and talked about the progress they are making.
- The inspector assessed the childminder's understanding of how to keep children safe.
- Written feedback from parents was taken into account.
- The inspector and the childminder evaluated a planned activity together.
- The inspector sampled documentation, including the childminder's training records, safeguarding policy and accident reports.

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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