

# Childminder report

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Inspection date: 12 May 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children are happy and settled. They develop strong bonds with the childminder, who sensitively supports them to interact with their friends. For example, the childminder demonstrates well how to ask to play with a toy and how to respond. Children copy this example effectively. This helps them to manage their own play.

Children are safe and secure in the childminder's care. They demonstrate this when they confidently explore their environment. For instance, children happily fill and empty trolleys, pushing them around outdoors. They look for puppets and delight in dancing to the music, as they sing along with their friends.

Children behave well. They benefit from plenty of praise and encouragement, for example when they explore paint, making marks with it on the paper. This helps them to have pride in their own achievements.

Children enjoy the range of activities that the childminder provides. However, the childminder is not fully effective in planning what she wants children to know in the long term. This has an impact on her expectations for the sequence of children's learning.

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

- The childminder has a positive attitude to developing her own practice. For instance, she reflects on what she does well and what she wants to improve. She seeks appropriate professional development opportunities, for example learning how to promote children's well-being. This has helped her to support children to settle back in effectively, after periods not attending.
- Children begin to manage their own self-care needs well. For example, the childminder teaches children how to wash their hands and put their coats on by themselves. Children use spoons to feed themselves at mealtimes. This helps them to become more confident and independent.
- Parents are positive about the care their children receive. The childminder develops positive partnerships with them from the outset. For instance, she seeks information about the languages children speak. She prepares visual supports for children who speak English as an additional language. This helps them to communicate their needs and wants effectively. However, the childminder has not fully developed partnerships with other settings the children attend. For example, she does not seek information about children's routines and development from other providers before they start at her setting. This does not fully promote a consistent approach to children's care.
- The childminder provides a range of opportunities for children to be physically active. For example, children enjoy visits to the local park. They play outdoors,

concentrating well and practising skills, for example safely walking up and down steps while carrying objects.

- Children demonstrate positive attitudes to their learning, for example when they play games together identifying missing items. They show strong listening skills as they respond to the childminder's questions about what has changed.
- The childminder has high expectations for children's behaviour. For instance, she models good manners such as saying 'please' and 'thank you'. Children then go on to use these words correctly, saying 'more please' at mealtimes.
- The childminder does not fully consider what she wants children to know in the long term. For example, she plans her activities through focusing on the here and now, based on what children will do, rather than the knowledge they will develop. This has an impact on children's readiness for the next stage in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her safeguarding responsibilities. She organises her environment well to help children explore safely, for example when they move between indoors and outdoors and between different areas of her garden. She has strong procedures in place that she follows to keep children safe on outings, such as to the park. The childminder has a secure understanding of how to identify children who may be at risk of harm. She is aware of local safeguarding partnership arrangements should she have a concern about children's welfare.

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

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

- strengthen the planning of children's learning and focus on the knowledge that they need to develop over time
- develop partnership working with other providers and ensure that children's experiences are considered from the outset.

## Setting details

<b>Unique reference number</b>	EY553235
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10133886
<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 at time of inspection</b>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in Buckingham, Buckinghamshire. She offers care all year round, Monday to Friday from 8am to 5.30pm. The childminder holds an appropriate qualification at level 3. She accepts funding for the free provision of education for children aged two, three and four years.

## Information about this inspection

### Inspector

Lisa Dailey

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to the childminder about how she plans activities and what she does to support children's learning and development.
- Children spoke to the inspector about the activities they enjoy.
- The inspector observed the quality of teaching, and she and the childminder jointly evaluated the effectiveness of the childminder's interactions with children.
- The childminder talked to the inspector about how she keeps children safe in her setting.

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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