

Childminder report

Inspection date:

29 September 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder has a clear idea for what she wants children to learn. She focuses on helping children to be sociable, independent and to learn how to keep themselves safe. Children experience high energy, vigorous play where they test out their physical skills. For example, they squeal with sheer delight as they slither from the sofa on their tummy, landing on a giant beanbag. Children learn that there are rules for their play to help to keep them safe. Young children enjoy going on outings to local parks, where they play and learn in ways that suit them best. Children thrive in the language rich environment that is full of singing and talking. The childminder spends time talking and explaining. This helps children who speak English as an additional language to rapidly use and understand new words. Through everyday activities, children learn about colours and numbers. For example, the childminder talks about the colours tomatoes change through before they are ripe, when children pick them from plants in the garden.

For their young age, children behave extremely well and play together harmoniously. They work out turn taking in their games and devise a queueing system. This demonstrates their good social skills. When children do have minor disputes, the childminder is calm and responsive. She explains to children about how their behaviour affects others and helps them to quickly resolve any issues.

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

- Since the previous inspection, the childminder has reviewed and improved weaker areas of her provision. Consequently, she has significantly raised the quality of the care and education that she provides for children.
- Relationships with parents are strong. Parents explain that they view the childminder as part of their family. They discuss how children have grown in confidence and independence since starting in the childminder's care.
- The childminder teaches children through demonstrating. She shows children how magnets on toy cars work, showing them how they pull together or repel each other. Children avidly watch and then repeat what the childminder has shown them, pulling the cars apart and reconnecting them as they understand how this works.
- The childminder has become overwhelmed by completing written assessments of children's learning, using various formats and guidance information. As result, these are not fully beneficial in supporting her in extending children's learning to the highest level.
- Children are confident to lead their own play. They chose toys and work out what they want to do. For example, during the inspection children played imaginatively with a work bench. Children lined up nuts and bolts and used tools with a sense of purpose. In the play kitchen, children pretend to bake pizzas and

enjoy putting things inside the oven. This demonstrates how they are beginning to make sense of the world around them through their play.

- The childminder takes time to find out about children's home lives, backgrounds and cultures. She uses this information to help her to provide an inclusive and welcoming environment for children.
- Children show high levels of security. They are settled and engaged in their learning. The childminder plans activities around what interests children. For example, when children show an interest in sharks, the childminder provides shark related music to dance to, sea creature themed books to read and seashells and sponges for children to feel. This helps to expand children's knowledge and sustains their attention.
- The childminder does not consistently deliver all aspects of her curriculum effectively. This is because she gathers conflicting information from different sources about how best to support children's learning. This undermines her confidence in putting her ambitious and logical plans for children's learning into action.
- Children show their obvious affection for the childminder. In turn, the childminder shows children genuine care. She understands how childhood vaccines and winter colds can affect children's mood and well-being. She adapts her plans to ensure she meets children's personal needs quickly. As a result, children are comfortable and content and ready for learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role in helping to keep children safe from harm. She undertakes regular safeguarding training. This enables her to be alert to changing circumstances. For example, she understands how the COVID-19 (coronavirus) pandemic can have a negative impact on children's home lives and increase their risk of harm. The childminder uses guidance from her local safeguarding partners to understand when she needs to report any concerns to them about children's welfare. She ensures that she has measures in place to keep children safe in her home. The childminder is vigilant in supervising children, particularly during their more active play.

What does the setting need to do to improve?

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

- use what is known and understood about children's learning and development to plan more effectively for their next steps in learning
- focus plans for professional development on building confidence in delivering the curriculum for children.

Setting details

Unique reference number	960288
Local authority	Buckinghamshire
Inspection number	10129917
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	2 to 8
Total number of places	12
Number of children on roll	7
Date of previous inspection	21 October 2019

Information about this early years setting

The childminder registered in 1999. She lives in High Wycombe. The childminder offers care Monday to Friday from 8am to 5.30pm all year round. She has a recognised childcare qualification at level 3. The childminder employs an assistant who she can work with in the event of an emergency. She accepts funding for the free provision of early education for children aged two, three and four years.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- During the inspection, the inspector gathered feedback from parents and took account of their views.
- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- Throughout the inspection, the inspector spoke with the childminder and children.

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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