

# Childminder report

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Inspection date: 2 November 2021

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

### **The provision is good**

Children develop secure relationships with the childminder, who is caring, friendly and nurturing. They make independent choices about what they want to do and confidently explore the well-resourced environment. Children are friendly, use good manners and behave well. The childminder is a positive role model and her expectations for every child's behaviour are high. During activities, such as role-play, she engages in children's play to model positive behaviour. As a result, children learn how to share, take turns and cooperate with others during their play.

Children develop good speaking skills. They talk confidently about their experiences, including a recent visit to a farm. Children enthusiastically tell the childminder that they saw pigs and the pigs rolled in the brown mud. The childminder listens with interest and values what they have to say.

Children demonstrate a positive attitude to learning. They successfully develop the skills for the next stage in their development. For example, children make independent choices in their play, have excellent communication and language skills, count, and use numbers during their everyday play. They show good levels of determination and perseverance. For example, when faced with challenging activities, such as completing puzzles, children move the pieces into different positions until the pieces fit together.

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

- The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. She has identified that after the national restrictions, some children need help to develop their personal and social skills. The childminder has worked closely with parents to support children to catch up in these areas. She recognises that children benefit from social interactions and plans experiences to support this, for instance attending toddler groups and visiting the local library.
- The childminder knows children well. Overall, she has a good understanding about what children know and can do. The childminder plans a wide range of activities to engage children in play and learning. However, there is scope for her to target her planning more precisely on what individual children need to learn next.
- The childminder encourages children to deepen their mathematical understanding at every opportunity. Children sing songs involving numbers, count items as they play with them, and identify different shapes around them. Children confidently use the language of size during everyday play. For example, when they ask the childminder to draw big shoes on a pig, they stretch out their arms wide, to demonstrate to her what big looks like.

- Children are eager to explore a variety of natural resources, including shells and pinecones. They make patterns with these in dough and comment that they feel 'bumpy'. During activities, the childminder engages in conversations with children and supports their communication skills well. She asks them interesting questions to find out what they already know and to extend their thinking. However, on occasion, in her enthusiasm to teach, she asks them too many questions at once and children do not have enough time to think and respond.
- Children gain a good understanding of the importance of leading a healthy lifestyle. They benefit from plenty of fresh air and exercise as they go on outings on a regular basis. They happily recall a recent visit to the farm and their trips to the local parks. Furthermore, they benefit from healthy snacks, learn about oral health and follow robust hygiene practices.
- The childminder forms good relationships with parents. She regularly engages with parents and frequently discusses children's progress with them. Parents are very positive about the care their children receive and appreciate the regular communication from the childminder.
- The childminder is committed to her role and her ongoing professional development. She attends mandatory training to keep her knowledge up to date and specific training courses to enhance her practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to safeguard children. She knows the signs and symptoms which may indicate a child is at risk of harm. She regularly updates her training to support her knowledge of child protection and wider safeguarding concerns, including female genital mutilation, grooming and exploitation. This helps to promote children's safety and well-being. The childminder carries out daily checks of her home to make sure hazards are identified and minimised.

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

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

- target teaching more precisely on what individual children need to learn next
- consider the use and frequency of questions when interacting with children, to encourage their thinking even further.

## Setting details

<b>Unique reference number</b>	116635
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10136205
<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>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	12 April 2016

## Information about this early years setting

The childminder registered in 1992. She lives in Marlow, Buckinghamshire. The childminder works between 9am and 5.30pm, Monday to Friday, throughout the year.

## Information about this inspection

### Inspector

Ingrid Howell

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector was given a tour of the premises by the childminder and carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector sampled a range of documentation, including the childminder's paediatric first-aid certificate and public liability insurance.
- The views and opinions of parents were considered during the inspection.

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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