

Childminder report

Inspection date: 15 November 2021

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 are very happy in the homely environment. They independently and confidently choose what they want to play with from the wide range of resources available. Children develop the knowledge, skills and behaviours to help to prepare them for the next stage in their learning. They develop good large-muscle skills. For example, they strengthen the muscles in their arms and legs as they steer and propel themselves along on ride-on toys.

Throughout the COVID-19 pandemic, the childminder has focused more strongly on supporting the children's emotional development. This has helped children to separate from their parents and resettle happily in her care. Children respond positively to the childminder's praise and encouragement as they accomplish tasks and activities, which boosts their confidence and self-esteem.

Children learn right from wrong, behave well and are keen to join in activities. They initiate games, such as hide and seek, and play cooperatively together. Children learn about how to keep themselves and others safe. For example, the childminder talks to them about the possible consequences of their actions as they sprinkle water on the floor. Children follow good hygiene practices and learn how to care for their teeth.

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

- The childminder knows the children very well. She spends time with their parents to find out about their early experiences, interests and care needs at home. The childminder observes children closely during their play, which helps her to plan for what they need to learn next. She is fully aware of what she wants the children to learn and how she is going to help them to achieve this. The childminder refers to relevant documentation to help her to identify and reduce any gaps in children's learning. Children make good progress in all areas of their learning and development. They are well prepared for the next stage in their education.
- The childminder tailors activities and introduces new resources to further engage and support children's individual interests. For example, children thoroughly enjoyed visiting a dinosaur exhibition. Children learn about the wider world and living things. For instance, they plant vegetables and find out about animals, including deer, foxes and hedgehogs, at a local rescue centre.
- The childminder's strong emphasis on communication, language and literacy skills helps children to make good progress. Children learn to speak clearly and confidently to their friends and adults. They concentrate as they turn pages and closely study the pictures and words in books. Children join in with songs and rhymes and play musical instruments while exploring the rhythmical sounds they

make.

- Overall, children make good progress in mathematics. For example, they learn to count and explore measurement as they weigh ingredients when cooking. However, the childminder does not consistently introduce a wide range of mathematical vocabulary to further enhance children's understanding of early mathematical concepts.
- The childminder provides many good opportunities for children to be creative and imaginative. They enjoy painting leaves and sticking different materials. Children dress up and use their imagination to act out narratives, such as when they build dens and play with the medical set, animals and dinosaurs.
- The childminder establishes positive partnerships with parents. She provides ongoing feedback about children's activities and progress in her care. However, she does not consistently share ideas with parents to further support children's individual interests and next steps for learning at home. The childminder values the views of parents, who state that their children are very happy in her care.
- The enthusiastic childminder reflects on her practice knows her strengths and weaknesses. She keeps her knowledge and skills up to date. For instance, she attends various training courses and liaises with other childminders and the local authority advisers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places a strong emphasis on children's safety. She keeps her broad knowledge of safeguarding up to date and, as a result, she has a good understanding of safeguarding and child protection. The childminder knows who to contact if she has any concerns about a child's welfare. She is aware of possible signs and symptoms that may indicate that a child is at risk of harm, including from radical and extreme views. She is fully aware of the process to follow if an allegation is made against her or a family member.

What does the setting need to do to improve?

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

- expand on the curriculum for mathematical learning to enhance children's ability to use more mathematical language in their play
- enhance the existing good information shared with parents, to further support children's individual interests and next steps for learning at home.

Setting details

Unique reference number	EY374898
Local authority	Buckinghamshire
Inspection number	10133131
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	11 February 2015

Information about this early years setting

The childminder registered in 2008 and lives in Princes Risborough, Buckinghamshire. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kim Mundy

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 their evaluation of the setting.
- The childminder and the inspector discussed how the childminder plans and implements her curriculum for the children's learning.
- During the inspection, the inspector spoke to and interacted with the children. The inspector took account of the views of parents through written feedback.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder showed the inspector relevant documentation, including safeguarding policies and evidence of the suitability of household members.

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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