

# Childminder report

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Inspection date: 8 February 2022

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

### The provision is good

Children are well behaved. They listen and respond to the childminder's instructions consistently and receive lots of praise and encouragement. Children are confident and feel comfortable in the childminder's home. They demonstrate this as they eagerly take visitors on a tour of the setting and self-select toys of interest throughout the morning.

Children develop positive attitudes to their learning. They concentrate intently and think critically during their play. For example, during their messy play, they make predictions relating to the number of scoops of rice they need to fill their containers.

Children benefit from the childminder's high expectations and precise teaching to help them develop their growing communication skills. They engage in meaningful conversations with the childminder, who gives them her full attention and eye contact when they have something to say. Children laugh and giggle with delight as they sing songs together.

Children make good progress from their starting points. This is because the childminder has a very secure understanding of their individual strengths and areas for development. Children receive consistent challenge. For example, the childminder extends their mathematical skills as they work out how many monkeys are left in the songs that they sing. Overall, children are well prepared for the next stages in their education.

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

- The childminder has a very secure understanding of the curriculum. She explains precisely what she wants children to learn in different age ranges and she implements this well.
- The childminder develops positive partnerships with parents. She actively seeks opportunities to work alongside them to help promote the curriculum. For example, parents report that the childminder helped them to support their own children through times of transition, such as learning to use the toilet independently. This helps to promote a consistent and successful approach to learning new skills.
- The childminder quickly and sensitively identifies and addresses misconceptions in children's learning. This is highly effective. For instance, children get carried away as they count toy dinosaurs in their play. The childminder demonstrates to them how to touch each dinosaur. Children go on to practise this skill in their play.
- The childminder recognises when she needs to challenge children's learning,

such as in preparation for their move to school. However, on occasion, her own subject knowledge is not as secure as it could be, in order to teach concepts correctly from the outset.

- The childminder helps children to adjust to new routines and settle back in after time away during the COVID-19 pandemic. For example, children help to plan their day. They use picture cards to prepare a timetable to show what is happening 'now' and 'next'. This helps children to feel safe and secure.
- Children begin to learn and name their feelings. They listen to the childminder as she reads stories about the theme 'love', such as 'I love my mummy'. Children talk about what 'love' means to them. Children begin to identify other feelings, such as being scared or happy. This is helping them to recognise their emotions.
- The childminder helps children to begin to develop an understanding of healthy eating. For instance, during snack time, children talk about how food gives them energy. Children recall their prior knowledge and tell the childminder why the fruit on their plate is healthy and why the biscuit is a treat. The childminder extends their learning by talking about what makes a balanced diet. This helps children to have the knowledge to make informed choices about what they eat.
- The childminder has a positive approach to developing her own practice. For example, she networks with other childminders and they share ideas about best practice. As a result, the childminder has increased opportunities for children to enjoy more messy play opportunities. Older children sustain their concentration for long periods as they play with materials such as rice. They enjoy the sensory experience, exploring the texture with their hands and fingers. They hunt for hidden objects and use tools to move rice from one place to another.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her own knowledge of child protection is secure. For example, she has completed relevant training to enhance her knowledge. She is aware of wider and local safeguarding issues. This helps her to keep children safe. The childminder is able to describe signs and symptoms of different types of abuse. This includes radical and extreme views and behaviours. She demonstrates in her practice that she has a good understanding of local safeguarding partnership procedures. For instance, she is aware of procedures for reporting potential concerns about children's welfare or in the event of an allegation.

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

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

- focus professional development on improving subject knowledge and help ensure that children are prepared even better for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY482679
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10219896
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	17 August 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Aylesbury, Buckinghamshire. She operates all year round from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate childcare qualification.

## Information about this inspection

### Inspector

Lisa Dailey

### 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 inspector talked to the childminder about how she organises the curriculum.
- The inspector observed the childminder's quality of teaching, and they both jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector spoke to children during the inspection. She spoke to parents on the telephone and considered their views.

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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