

Childminder report

Inspection date: 25 May 2022

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 make good progress in their development. They participate in a range of enjoyable activities that the childminder provides to help them meet their next steps in their learning. For example, children happily and confidently explore the toys available to them. They select items of interest, such as small figures, and laugh and giggle as they make sounds to accompany their imaginary play. Children benefit from the childminder's interactions with them at these times. She names the figures, such as the nurse and police officer, and children learn about how these people help us.

Children develop secure attachments with the childminder. They are confident and happy and benefit from the childminder's sensitive and supportive interactions. Children respond to the childminder's high expectations of them at routine times. For instance, they tidy away promptly when asked in preparation for snack time. Children behave very well and receive lots of praise and encouragement during their play.

Children have positive attitudes to their learning and they are well prepared for their future education. They concentrate well and respond to challenges set for them. For example, children learn about size. They carefully sort toy dinosaurs from smallest to biggest, using precise vocabulary to name them as they do this.

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

- The childminder is alert to the impact of the COVID-19 pandemic on children's social and emotional development. To support children born during the pandemic, she actively organises opportunities for children to mix with others. Children enjoy regular opportunities to meet with their peers at the park and in different environments, such as toddler groups. This is helping them to build relationships with others.
- The childminder helps children to develop a love of books. For example, children are eager to read their favourite stories. The childminder engages them in conversations about the characters. Children excitedly name animals, such as 'lobsters' and 'crocodiles', in the books they read.
- Children have opportunities to develop their small-muscle skills. For instance, they enjoy using 'magic' pens to make marks and shapes. The childminder sensitively helps children to learn how to hold the pen accurately. This gives them the skills to apply to their future learning.
- The childminder promotes children's positive behaviour very well. She provides children with lots of positive praise throughout the day. For example, she praises them when they sit and eat at the table nicely and when they wash their hands independently in preparation for snack.

- The childminder develops positive partnerships with parents. For example, she works with parents to support children during times of transition, such as when learning to use the toilet. The childminder provides parents with suggestions of how they can support their children's learning at home, for example in relation to their developing communication. Parents say that the childminder has been 'fabulous' and 'fundamental in supporting their children's development'.
- The childminder recognises that she has not been as proactive as possible in developing relationships with staff at other settings the children attend. For example, after initial unsuccessful attempts to make contact, she has not pursued this. This is not as effective as possible in promoting a consistent approach to children's care and learning across all settings they attend.
- The childminder supports children's care needs well. For example, she works alongside parents to meet children's dietary needs. She completes the training required to administer medication to children when needed.
- Children are provided with a healthy range of food and snacks. However, the childminder does not fully utilise opportunities, such as during mealtimes, to help to develop children's understanding of healthy eating choices.
- The childminder seeks opportunities to develop her knowledge and skills. For example, she networks with local childminders and also keeps up to date with developments on online forums. The childminder has found training about the impact of parenting lifestyles helpful in raising her awareness of the potential impact on children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what to do if she has a concern about children's welfare. She is able to explain the signs and symptoms of abuse, including domestic abuse, drug-related issues, radicalisation and grooming. The childminder minimises risks effectively for children in her care. For instance, she risk assesses before outings and ensures that her car is suitable to transport children. The childminder teaches children how to keep themselves safe, such as by demonstrating how to cross the road safely.

What does the setting need to do to improve?

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

- strengthen procedures for sharing information about children's care, learning and development with staff at other settings they attend
- review opportunities to teach children about healthy eating choices to help promote their good health.

Setting details

Unique reference number	116415
Local authority	Buckinghamshire
Inspection number	10219661
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	1 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 August 2016

Information about this early years setting

The childminder registered in 2000. She lives in Widmer End near High Wycombe, Buckinghamshire. The childminder operates her service Tuesday to Thursday, between 9am and 5pm. The childminder operates term time only and occasionally provides holiday care.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 talked to the childminder about how she organises the curriculum.
- The inspector observed the childminder's quality of teaching, and both jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents 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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