

Childminder report

Inspection date: 13 June 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 are happy learners. They arrive ready for their day and are eager to explore the wide range of activities prepared for them outdoors. Children use scoops to explore sand, grasp chalks to make marks and learn to pedal bicycles, changing direction and negotiating obstacles well.

Children separate from their parents with ease. Their care routines are followed precisely and they settle to sleep contentedly. This demonstrates that children feel safe and secure in the care of the childminder and her assistants.

Children have positive attitudes. They recall their previous learning, for example in relation to plants that they grow and insects that they find in the childminder's garden. Children demonstrate kind and gentle behaviour, for example when they actively take turns to stroke the family pet.

Children play cooperatively and imaginatively with their peers. For example, they dress up as doctors and promptly bandage 'injuries'. Children take turns to use equipment, such as the stethoscope and tweezers, to attend to their 'patient's' ailments.

Children demonstrate good speaking and listening skills for their age. They approach visitors and hold conversations with them about their learning.

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

- The childminder is able to describe what she wants children to learn. She works effectively with her assistant, for example by discussing children's progress and making decisions together about what they need to learn next. This helps to ensure a consistent approach to children's development.
- The childminder and her assistant support children's early communication well. For instance, the assistant makes eye contact with younger children as she changes their nappy. She talks to them about what she is doing. Children babble in response and enjoy the assistant's one-to-one attention.
- The childminder and her assistant provide good opportunities to support children's developing mobility. For example, children who are learning to become stable on their feet pull themselves up to standing at activities matched to their height. They hold on for balance successfully as they play. The childminder teaches children new to walking how to navigate steps in her home safely.
- The childminder organises children's activities to match their interests. However, she recognises that sometimes this is not as effective as it could be. For example, the childminder changes planning for the coming days based on things children are interested in. This is not always fully effective as the moment has

passed when children showed interest in this particular play or theme.

- Children enjoy opportunities to explore with their senses. For example, they enjoy water play. However, the childminder and her assistant do not fully consider or adapt the resources needed to support children's learning. This means that, at times, children's enjoyment of their activities is impacted by their excessively wet clothing and sometimes the direction of their learning becomes lost.
- The childminder works closely with parents to compliment what she knows about children's development at home. For example, children who enjoy the outdoors arrive each day and go straight to play in the garden. This helps them to settle in well. Children who are physically able enjoy opportunities to explore outdoor spaces in the local area. This helps to promote the development of their large muscle skills.
- The childminder and her assistant are prompt to support children's personal needs. For instance, they teach children how to wash their hands after handling the family pet, and children learn to recognise when they need to wipe their nose.
- The childminder swiftly helps children when they make the wrong choice, for example when finding it tricky to share resources. She uses simple language, such as asking children to 'stop'. However, the childminder does not capture this opportunity as well as she could to give children explanations and help them to understand the impact of their actions on the activity and on other children's feelings.
- The childminder and her assistant both report that they have a good work-life balance. The childminder employs her occasional assistant to give time for completion of necessary paperwork during the working day. This helps to ensure high levels of well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant share a secure knowledge of child protection. They both understand their responsibilities to keep children safe and know what to do should they have concerns about children's welfare or about each other's practice. The childminder and her assistant are able to talk about signs and symptoms of abuse. They are able to describe how they would respond to situations of concern, particularly in relation to radical and extreme views and behaviours, such as female genital mutilation. The childminder and her assistant ensure that the learning environment is safe and ready for use each day. They respond promptly to minor accidents during the course of the inspection.

What does the setting need to do to improve?

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

- review implementation of the curriculum so that children's learning is promoted through their interests spontaneously at the time that they demonstrate this interest
- strengthen the resourcing of activities to enable a precise focus on learning and to ensure children are well equipped to enjoy their play
- capture opportunities more effectively to explore feelings with children, helping them to understand the impact of their actions and empathise with others.

Setting details

Unique reference number	131175
Local authority	Buckinghamshire
Inspection number	10228242
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	0 to 6
Total number of places	6
Number of children on roll	15
Date of previous inspection	15 December 2016

Information about this early years setting

The childminder registered in 1994. She lives in Thornborough in Buckinghamshire. The childminder operates Monday to Friday from 7.30am to 6pm all year round. She employs two assistants. One of these works with her occasionally. The childminder holds a suitable early years qualification at level 3.

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 childminder and the inspector discussed the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke to the childminder's assistants. She spoke to one assistant in depth about how she works with the childminder and the support she has in her role.

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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