

# Childminder report

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Inspection date: 21 June 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	Requires improvement
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled in a calm and welcoming homely environment. They enjoy exploring a range of engaging and varied activities and toys. Children enjoy listening to and sharing favourite stories and rhymes. They talk about what they know about the story and what will happen next. The children build good communication and language skills through recalling prior learning from activities that lead to reading the story. They learn new vocabulary and use new descriptive words when relaying the story. For example, they describe the textures of items, such as coconuts being 'hard' and 'bristly'.

Children behave well and respond well to expectations of behaviour from the childminder. For example, they sit on the sofa and know not to climb or jump on it. They share toys and resources and take turns well. They have a positive attitude towards the childminder and listen well to instructions. They concentrate for good periods of time at activities and persevere to achieve what they want to do. For example, they use hand-to-eye coordination to lace threading cards.

Children enjoy developing mathematical skills through counting and identifying numbers, colour, and shape. For example, they type and count numbers one to 34 on the computer. All children make good progress, including children with special educational needs and/or disabilities.

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

- The childminder builds positive partnerships with other settings. She takes time to attend meetings to share planning and discuss children's progress. This means that children are well supported in all settings and make good progress. The childminder plans effectively for the development of children's next steps based on her shared knowledge with other settings.
- The childminder supports children's language development well. She introduces new vocabulary during play and talks with the children throughout the day, asking questions, extending their knowledge, and encouraging thinking. For example, the children describe the textures of shells such as 'bumpy', 'smooth' and 'rough'.
- Parents speak highly of the childminder and comment on the support they receive in caring for and meeting the needs of their children. They value the time that the childminder takes to give daily feedback and arranging longer times to discuss children's progress and next steps.
- The childminder provides a range of activities for the children to develop their muscles and hand-to-eye coordination. For example, children demonstrate that they are developing small-muscle skills as they learn to thread laces around character cards. They build confidence as they successfully lace and unlace the

cards.

- The childminder has a clear curriculum focus for helping children to develop independence skills. She builds on what they know and their next steps. She adapts her teaching to the different needs of individual children, using her knowledge of the learning styles and interests of the children.
- The childminder does not always allow enough time for children to fully consider their ideas in play. For example, she offers too much support to children during play, limiting their opportunity to explore and discover for themselves in her attempt to use every moment as a teaching opportunity. This impacts on the children's ability to think for themselves.
- The childminder supports children consistently and effectively to manage their behaviour. For example, she recognises promptly when children require support, and she provides clear explanations to help them understand rules and boundaries.
- The childminder develops her own bank of strategies to support children with SEND. For instance, she completed training to help develop her own knowledge of SEND. As a result, she has increased opportunities for children to learn to sit with others in a small group. Children now enjoy regular story times, and they listen well with others. This will help them adjust to routines when they attend pre-school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder minimises risks to children in her home well each day. For instance, she conducts visual checks to identify and remove hazards, such as broken toys. The childminder has set procedures for mealtimes to help to keep children safe. For example, younger children are supported to sit at the table with older children, and meals are prepared and served safely with consideration to appropriate food for the age and stage of the children. The childminder has a secure understanding of safeguarding and child protection. She knows the procedure to follow if an allegation is made against her. She is familiar with local safeguarding partnership procedures should she have a concern about children's welfare. The childminder attends training to keep her safeguarding knowledge up to date. She can identify the signs and indicators of abuse and, in particular, signs and symptoms of abuse in relation to radical and extreme views and behaviours.

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

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

- allow more time for children to explore and learn independently during play and activities.

## Setting details

<b>Unique reference number</b>	EY562335
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10198826
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	10 June 2021

## Information about this early years setting

The childminder registered in 2018 and lives in Aylesbury, Buckinghamshire. She accepts funding for the free provision of education for children aged three and four years. The childminder holds an appropriate qualification and works with a registered assistant. She provides care Monday to Saturday from 7am until 6pm. On Tuesdays and Wednesdays, she provides care until 8.30pm. The childminder also provides overnight care.

## Information about this inspection

### Inspector

Lisa Robinson

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their learning intentions for the children.
- The inspector held a safeguarding discussion with the childminder.
- The inspector observed interactions between the childminder and children, and considered the impact of these interactions on children's learning and development.
- The inspector took into account the views of parents.

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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