

Childminder report

Inspection date: 1 November 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

Young babies benefit from close partnership working between the childminder and their parents. This helps to ensure that their routines, such as in relation to feeding and sleeping, are followed closely. Babies enjoy snuggles when they become tired and they respond well to the childminder, co-childminder and her assistant. They are comfortable within the environment, which helps them feel happy, safe and secure.

Children enjoy a wide variety of stimulating learning opportunities which reflect their interests. Older children, in particular, enjoy listening to stories. They eagerly snuggle up to the childminder, who reads with enthusiasm and varied voices. Children excitedly discuss what happens in the story. This helps to develop their early reading skills.

Overall, children behave well. They benefit from lots of praise and encouragement, which the childminder and her assistants use to recognise their efforts and achievements. The childminder and her assistants are positive role models. Children consistently copy their kind and considerate behaviour. For example, they take turns and share resources willingly. They reach out to comfort others if they notice that they are upset.

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

- The childminder and her co-childminder work closely with parents to gather information about children from the outset. For example, they find out about what children know and can do. They use this information effectively to plan the children's next steps in learning.
- The childminder has reviewed her practice to ensure that she gives children enough time to process their thoughts. During activities about autumn, she uses questions effectively and children contemplate their ideas and suggestions well. For instance, they use words such as 'hedgehog', 'pumpkin', 'smooth' and 'spiky' to describe objects hiding in a bag.
- The childminder recognises some of the skills that children need to acquire for their eventual move on to school, such as learning to sit in a group. However, she does not manage these times as well as possible. Some children do not understand what is expected of them and they quickly lose interest when they sit for long periods.
- Younger babies have ample opportunity to develop their strength and movement. For example, they lay on their tummies and practise pushing their legs to help them move. However, at times, the childminder does not consider how she can use her assistant or co-childminder to support the younger babies' individual curriculum aims more effectively.

- The childminder provides plenty of opportunities for children to be independent. For instance, children develop their control and self-reliance as they carefully pour their own water for snack. The assistant encourages children to persevere and learn to take off their coat and boots when coming inside. This gives children skills for their future learning.
- Parents are extremely happy with the care provided, commenting that the childminder, co-childminder and assistant create a home-from-home environment and are like an 'extension of their family'. Parents report that they particularly like the advice and guidance they receive to support their children's learning at home. For example, the childminder recently set a 'healthy eating bingo' challenge for children to try as many new foods as possible at home. This helped to promote their awareness of healthy choices.
- The childminder supports her assistants well. She provides regular opportunities for training and development, which help to enhance their knowledge and skills. The childminder regularly reviews and monitors practice, through staff supervisions, for example. The assistant reports that she enjoys her role and feels very well supported.
- The childminder has a good understanding of who she can consult to seek advice or guidance. For instance, in the past, she has liaised with speech and language therapists and parents effectively. This helped her to mirror strategies being used at home to support children's communication.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her child protection responsibilities. For example, she keeps her own knowledge up to date and also that of her assistants. The childminder is able to talk about signs and symptoms of abuse, such as county lines, witchcraft and fabricated illness. She is familiar with local safeguarding partnership procedures should an allegation be made or should she have a concern about children's welfare. The childminder has robust procedures to keep children safe on outings and for fire evacuation in the event of an emergency.

What does the setting need to do to improve?

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

- review the organisation of group times to ensure that they are an appropriate length for the ages and stages of development of the children attending and that children understand expectations of them during these times
- adapt planning and deployment of adults to strengthen opportunities to focus on the curriculum intent and implementation for babies.

Setting details

Unique reference number	EY463967
Local authority	Buckinghamshire
Inspection number	10236206
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 7
Total number of places	18
Number of children on roll	21
Date of previous inspection	7 March 2017

Information about this early years setting

The childminder registered 2013. She lives in Buckingham, in Buckinghamshire. The childminder provides care between 7.30am and 6.30pm daily, shared between her own home and a non-domestic premises. The childminder holds an appropriate early years qualification at level 3. She accepts funding for the free provision of education for children aged two, three and four years. The childminder works with a co-childminder and two assistants. There are no more than three people working with children at any one time.

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 provider and has taken that into account in their evaluation of the provider.
- The inspector discussed the curriculum with the childminder and her co-childminder and held further discussions with them at appropriate points during the inspection.
- The written views of parents were considered.
- The inspector completed a joint observation of a circle time activity with the childminder.
- Children spoke to the inspector about their learning.

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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