

# Childminder report

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Inspection date:

7 November 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**

Young children enjoy close relationships with the caring childminder. For example, they confidently reach out for cuddles and reassurance, especially when they feel tired. The strong focus on children's emotional well-being enables them to feel safe and grow in confidence. Children are happy and they play contentedly in their playroom, which is a stimulating and enticing learning environment. They enjoy free play, as well as organised and appealing activities to help support all areas of their learning. Children learn about the world in which they live, as they visit the library and feed animals at the farm. Children enjoy finding out how things work. They demonstrate this when they operate the mood lights and use keys to open doors on the 'Three Little Pigs' house.

Children behave very well and know what is expected of them. The childminder helps them to consider the needs and feelings of others, share and take turns. She talks gently to children to explain why some behaviour is unacceptable, and this helps them to understand right from wrong. Children respond with smiles to ample praise and encouragement, as the childminder acknowledges their achievements. This helps children to develop confidence, self-esteem and persistence during activities.

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

- The enthusiastic childminder has a very clear curriculum for children's learning. She knows what she wants them to learn before moving on from her setting. For instance, she helps children to become as independent as possible. She makes regular assessments of what children know and can do and she uses this information to plan more precisely for their individual learning. The childminder skilfully identifies any gaps in children's learning, and she puts appropriate support in place. This proactive approach helps children to develop the key skills in readiness for the next stage of their learning.
- Children make good progress in their communication and language development. The childminder models the correct pronunciation of words and consistently introduces new words to support children's understanding. Young children listen attentively at story time and attempt to repeat words. They build on their understanding as they use visual aids, such as finger puppets.
- The childminder helps young children to begin to understand what makes them unique. For instance, they look in mirrors to observe their facial features. However, they spend less time talking about themselves and their families, to further their understanding of what makes them unique.
- Children develop good small-muscle skills, for example, as they turn the pages of a book. They extend their large physical skills as they experience soft play activities, bounce on the trampoline at the gym and use apparatus at the park.

Although the childminder has access to equipment to support young children's early walking skills, she does not consistently make these available.

- Young children learn through using their senses, such as feeling the different textures of dough and sand, and listen to the sound of crunchy paper.
- The childminder helps children to develop a good understanding of early mathematical concepts. For instance, they sing number songs and rhymes, count objects, identify colours, shapes and size.
- Children learn about the importance of good hygiene routines, such as cleaning teeth and washing hands. They know that if they eat their fruit and vegetables, they will grow big and strong.
- Children clearly feel safe and secure. They develop an understanding of how to keep themselves safe as they practice road safety and talk about 'stranger danger'.
- Parents are extremely positive about the level of care and education provided for their children. They receive consistent and comprehensive information about the progress their children make. The childminder also shares ideas to help parents support their child's learning intentions at home. Parents hold the childminder in high regard.
- The motivated childminder regularly evaluates her good practice and constantly reflects on her professional development. She attends a variety of training courses to extend her good knowledge and skills, which further supports children's communication and language skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection procedures. She attends safeguarding training to include child exploitation. The childminder knows how to identify potential signs of abuse and children who may be at risk of radicalisation and drug trafficking. She is fully aware of her responsibilities should an allegation be made against her or a household member. The childminder carries out effective risk assessments of the environments used by the children, to help keep them safe and secure.

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

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

- provide younger children with more experiences to help them learn about their families, to further their understanding of what makes them unique
- plan more precisely for each child to ensure appropriate equipment is made available to support and extend children's development further.

## Setting details

<b>Unique reference number</b>	EY361550
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10228440
<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>	9
<b>Date of previous inspection</b>	10 February 2017

## Information about this early years setting

The childminder registered in 2007. She lives in Aylesbury in Buckinghamshire. The childminder's provision is open from 7am to 5.30pm, Monday to Thursday, all year round, except for family holidays agreed in advance. The childminder holds an early years qualification at level 3.

## Information about this inspection

**Inspector**  
Kim Mundy

### 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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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