

Childminder report

Inspection date: 11 January 2023

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| 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 | Met |
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What is it like to attend this early years setting?

The provision is good

Children benefit from the time they spend with the childminder, who provides them with broad learning opportunities. Children engage well and are keen to take part in their activities. They show independence as they select resources and toys for their play. Children behave incredibly well at all times. They gain from the different experiences provided for them as part of the childminder's curriculum. This curriculum focuses on the ways children acquire language, build relationships and gain confidence to support readiness for the next stages of their learning. Children enjoy outings that build on their learning, including visits to local shops and the library and walks to the park and to feed the ducks.

Children have a warm bond with the childminder. They demonstrate that they feel safe and emotionally secure in her care. Children enjoy their play and have fun while they learn. For example, young children enjoy singing songs and rhymes. They demonstrate their happiness as they join in with the actions and wear props, such as 'bunny ears' as they sing 'Sleeping Bunnies'. Young children are very keen to use the musical instruments to add to their experiences. They are confident to show that they can remember the repetitive verses that support their developing language and communication.

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

- The childminder is keen to continually improve her practice. She is proactive in the ways she maintains her partnerships with parents and others who share the care of the children. For example, the childminder offers parent packs to give advice and guidance relating to potty training, new siblings, oral health and school readiness. Her partnerships with other providers are well established and help ensure she is able to offer continuity for children's learning.
- The childminder has a good understanding of her curriculum and what she wants children to learn. Overall, this curriculum covers all areas of learning and also gives children an insight into, and understanding of, their community and cultural events. For instance, children learn about Chinese New Year. They enjoy listening to stories that help them understand the differences and similarities of festivals that are more common to them.
- Children show interest and engage happily in their play. From a young age, they are inquisitive. The childminder plans efficiently overall to build on children's learning. For example, she uses language well during play to reinforce the animal names children already know, such as 'tiger' and 'zebra'. However, occasionally, the activities planned are not matched closely enough to children's individual needs. For example, the childminder is not as clear about how to implement ideas, key messages and language relating to a sensory play activity about Chinese New Year and as children attempt jigsaw puzzles.

- Children enjoy and listen attentively at story times. They have favourite books and confidently choose these for the childminder to read to them, for example 'We're Going On A Bear Hunt'. Young children show that they are already developing an interest in literacy and understand the storylines. They anticipate endings and offer facial expressions to demonstrate this comprehension. For instance, children show they understand apprehension and act out walking through the 'squelching mud'.
- The childminder is consistent in her expectations for children. She supports children's independence well from an early age. For example, children are encouraged to try hard when putting on outdoor clothing and boots. They learn the importance of using a tissue when sneezing and how to wipe their own nose. Children benefit from regular opportunities to be outdoors and to play physically. Mealtimes are sociable occasions. Children know the importance of good hygiene routines, such as washing their hands prior to eating.
- The childminder encourages children to understand the importance of listening to each other and sharing. For instance, children show an awareness of taking turns as they place the cars on the guttering pipes. They tell each other 'ready, steady, go!' They work out, with the childminder's help, which car is fastest and learn to use terms such as 'slow' and 'stop'. This helps children to develop an understanding of mathematical language.
- Parents are positive about the care their children receive. They state that they find the childminder 'warm and welcoming' and that they would highly recommend her. They add that communication is very good and that their children thoroughly enjoy attending.

Safeguarding

The arrangements for safeguarding are effective.

The childminder offers a safe and welcoming environment for children. She regularly reviews her risk assessments, policies and procedures to support children's health and well-being. The childminder demonstrates a very good understanding of how to protect the children she cares for. She has a secure knowledge of all aspects of safeguarding. For example, the childminder knows the procedure to follow if an allegation is made against her or a household member. She knows how to report any concern about a child in her care and what to do if a child makes a disclosure to her. She understands the importance of effective partnerships with parents.

What does the setting need to do to improve?

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

- review the planning of activities to match the age and stage of development of all children.

Setting details

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| Unique reference number | EY460989 |
| Local authority | Buckinghamshire |
| Inspection number | 10236135 |
| 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 8 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | 6 January 2017 |

Information about this early years setting

The childminder registered in 2013. She lives in Chalfont St Peter, Buckinghamshire. The childminder works from 7am to 5pm, Monday to Thursday, for most weeks of the year.

Information about this inspection

Inspector

Aileen Finan

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 her evaluation of the setting.
- The childminder accompanied the inspector on a learning walk, where she explained how she plans her curriculum and supports children's learning.
- A joint observation was completed. The childminder discussed her aims for the activity and how she shares children's learning with parents.
- Discussions took place. The inspector assessed the childminder's knowledge and understanding of all aspects of safeguarding.
- The inspector observed the interactions between the childminder and the children present. She read written feedback from 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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