

# Childminder report

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Inspection date: 18 July 2023

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

### The provision is good

Children are safe and happy in the childminder's care. The childminder stays close to children who are new to attending to help them feel secure. Children explore the environment happily and make choices about what they want to play with and where they want to play. The childminder responds to children's interests promptly, taking them outdoors when they indicate they want to do so.

The childminder considers the needs of the different ages of children attending effectively. For example, she provides an exciting range of toys and equipment to engage all children. The childminder interacts consistently well with all children, giving them equal attention and supporting their learning effectively. For instance, younger children are curious and explore different toys. They look inquisitively at shiny spheres, feeling them in their hands and looking at their reflections in them. At the same time, the childminder supports older children to play on ride-along toys, which helps to develop their large-muscle skills. Children are confident learners and are developing in line with expectations for their ages and stages of development.

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

- The childminder has clear intentions for the curriculum and she implements this well in practice. For example, she describes the many different ways that she helps children to develop their hand muscles in preparation for writing. Children have access to these opportunities both indoors and outdoors. For instance, they pick up wooden rings and place them with control on the stack. They manipulate shapes and blocks, turning them around and pushing them into matching holes. They demonstrate a good grasp and level of control for their age.
- The childminder supports children's individual next steps in learning well. For instance, she reads stories with children and sings songs and rhymes to develop their vocabulary. Children enjoy these times and particularly enjoy holding books in their hands and naming what they can see. However, the childminder does not yet recognise how the quality of these interactions is impacted by music playing in the background.
- The childminder considers how she will support children to manage their feelings and emotions. For instance, she has books and puppets that she uses as needed to support conversations with children about their behaviour. Children behave very well and respond to the childminder's clear and simple instructions.
- Children benefit from regular opportunities to play outdoors in the fresh air. For instance, they are eager to explore in the garden. The childminder takes children on regular outings to help them learn about the wider world, such as when they spot birds and other animals on nature walks in the local area.
- Younger children who have not been attending long are very happy and settled

in the childminder's care. The childminder recognises the signs that children are becoming tired and she implements their sleep routine well. However, she is not fully effective at using other routine times, such as nappy changing, as an opportunity for high-quality interactions to support children's well-being and help them to adjust to these times more easily.

- The childminder completes regular training to keep her knowledge up to date. For example, she has completed online webinars. She also networks with other colleagues. The childminder continually finds ways to improve her practice. For instance, most recently, she has created rhyme bags to encourage children to choose and recall familiar rhymes. Children respond well to this and have good levels of engagement when the childminder uses this to lead their activities.
- The childminder correctly identifies the next steps in children's learning. For example, she focuses on developing children's emerging communication and language skills. However, she has not fully considered how to support parents and help them to understand how they can extend their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe from harm. She completes regular training to update her own safeguarding knowledge and she is familiar with local safeguarding partnership procedures. The childminder is able to talk about signs and symptoms of abuse, such as grooming and emotional abuse. She is also aware of local safeguarding issues. The childminder describes how she keeps children safe on outings. For instance, she talks about times when children remain in the buggy and times when they are free to explore, such as in enclosed play spaces.

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

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

- strengthen partnerships with parents and provide support and guidance to help them extend their children's learning at home
- use times such as nappy changing as opportunities for high-quality interactions and help children to adjust to these routines more easily
- review the use of music playing in the background, recognising when it can be used more purposefully to support children's learning.

## Setting details

<b>Unique reference number</b>	140572
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10301688
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	29 January 2018

## Information about this early years setting

The childminder registered in 1995 and lives in Tring. The childminder's provision is open all year round, from 8.30am to 5.30pm, on Tuesdays and Thursdays. She also provides occasional care in the holidays. The childminder holds an appropriate childcare qualification. She accepts funding for the free provision of education for children aged two, three and four years.

## 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 provision.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.

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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