

# Childminder report

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Inspection date: 2 August 2023

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<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**

Children develop secure attachments with the childminder. The childminder knows them well as individuals and recognises when to adapt routines to meet their needs, such as when they require comfort, when they are hungry and when they are sleepy. Children are confident to express their needs and know to ask for help when needed. The childminder has clear expectations and children demonstrate a good understanding of these. For example, they listen and follow instructions promptly, such as to wash their hands before preparing snack, and to tidy up toys and resources before the next activity.

Children have positive attitudes to their learning and they concentrate for long periods in relation to their age. For instance, younger children manipulate play dough in their hands, squeezing and squashing it to make different shapes. Older children create their own narrative for play as they look after the babies, change their nappies and take them around with them to their activities.

Children learn about the diverse world in which they live. For instance, the childminder values the different languages that children speak. In their everyday activities the childminder uses words in different languages, such as when counting, and children are keen to find out the meaning of new words that their friends speak at home.

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

- The childminder organises her curriculum well. When children first start attending, she establishes their starting points using her own observations and information that parents provide. She uses these to identify what children need to learn next and she captures opportunities to develop these through children's interests. The childminder provides regular feedback to help keep parents well informed about their children's progress.
- The childminder helps to support children's language development well. For example, as she reads stories to children, she asks children questions about the bugs and animals that they see. The childminder links this to children's experiences well, helping them to recall times when they have seen bugs in their garden.
- The childminder provides exciting opportunities for children to develop the strength of their hand muscles. Children enjoy squeezing play dough and pushing shapes into it. When younger children show interest in using the scissors to cut the playdough however, the childminder is not fully effective at using demonstration to help give children the knowledge they need to learn to handle and use these successfully.
- Children behave well. They consistently demonstrate good social skills, such as

in their interactions with the childminder and with each other. For example, children greet their friends when they arrive and with support they share resources with each other during their play.

- Children learn to be independent. For instance, the childminder teaches them how to wash their hands before snack times and provides appropriate support, such as to squeeze the hand wash. Children learn how to dress and undress, which helps to prepare them for times when they will need to manage this themselves, such as when learning personal hygiene routines.
- Parents comment positively on the service that the childminder provides. They particularly praise the regular communications that they have with the childminder about their children's learning and progress. They also report that the childminder gives suggestions for activities that they can complete with their children at home to support their learning.
- The childminder establishes positive relationships with staff at other settings that children attend. This promotes continuity in their learning and care. For example, the childminder shares information with staff at the local pre-school, which helps them to establish a joint approach to promoting children's next steps in learning.
- The childminder has a good understanding of how to seek support and guidance when she is concerned about aspects of children's development. For example, she actively signposts parents to professionals, such as speech and language therapists, and consults specialist teachers to help her implement successful strategies to support children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure safeguarding knowledge. She is able to describe signs and symptoms of abuse, and she shares information frequently with her assistants so that they remain familiar with local safeguarding partnership procedures. The childminder helps parents to understand how to keep their children safe, such as by providing information about internet safety. She also teaches children to learn to manage risks in their play, such as when they create an obstacle course. The childminder ensures that her environment is safe for children. She completes regular risk assessments and fire evacuation drills.

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

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

- use opportunities to demonstrate how to use tools, such as scissors, more effectively to give children the skills and knowledge they need to be able to use these more successfully in their future learning.

## Setting details

<b>Unique reference number</b>	EY463847
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10301597
<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>	0 to 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	16 January 2018

## Information about this early years setting

The childminder registered in 2013 and lives in Chesham. She has three registered assistants who work very occasionally with her. The childminder cares for children all year round, from 8am to 6pm, from Monday to Thursday. The childminder accepts funding for the free provision of education for children aged two, three and four years. She holds an appropriate qualification.

## 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 setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to parents and considered their views.
- The inspector and childminder jointly evaluated a physical development activity and discussed the impact on 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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