

# Childminder report

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Inspection date: 1 November 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children develop affectionate bonds with the childminder and her assistants, who are attentive to children's emotional needs. Children show a true sense of belonging. For example, they proudly talk to the inspector about their family members in framed photographs. The childminder and her assistants encourage children to manage their own self-care needs. This is evident when children fetch their own shoes and try hard to put them on before going into the garden. Children understand and follow the childminder's high expectations for behaviour.

The childminder and her assistants plan an interesting and meaningful curriculum. For example, the childminder works with parents to raise children's awareness of different cultural traditions. Children taste celebration foods from cultures they represent. This gives them an opportunity to make comparisons between the meals they eat at home on special occasions and those of others.

The childminder organises daily visits to a range of local community events. This includes trips to meet the elderly, where they share stories and participate in activities, such as watercolour painting. Children show good stamina and body control in the garden and on visits to the woods where they climb, run and jump. They collect and bring back objects on their walks. Children show their inquisitive natures, when they ask the adults relevant questions about them. This helps to develop a deeper understanding of the natural world.

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

- Children's early literacy skills are promoted well. The childminder and her assistants effectively foster a love for books. Children eagerly take their favourite stories to the adults, sit close and concentrate as they listen attentively. They show understanding of story plots as they talk about the pictures. Children practise skills that help to strengthen the small-hand muscles. This helps to develop more controlled mark making in preparation for early writing.
- Children's communication skills are given high priority. The childminder and her assistants introduce new words to help broaden children's vocabulary. For example, children hear and use words to describe the flesh and seeds from pumpkins when they scoop them out. They apply their new knowledge correctly in other contexts, such as using 'shiny' to describe silver parts on their toys.
- The childminder and her assistants support children to adopt healthy lifestyles. For example, they talk to children about the importance of washing their hands thoroughly before mealtimes and making healthy food choices. Children delight in talking about their favourite foods and enjoy naming the ingredients in the home-cooked meals provided for them.
- The childminder and her assistants create an inviting learning environment,

which helps children to consolidate and refine their learning. Children are encouraged to make connections between past and new learning. For example, they love to make cups of tea for the adults and readily put toy ingredients on a plate to create meals in the role-play area. Children show positive attitudes to learning. They keenly try out new ideas, knowing that if they come across any difficulties, help is always available.

- On the whole, the childminder reflects on her curriculum and plans activities to build on what children know and can do. However, occasionally, her assistants do not make use of opportunities to fully support children's understanding of early mathematical concepts, such as counting, shape and measure.
- The childminder evaluates the quality of the provision she provides and makes enhancements that benefit children. For example, the childminder has undertaken extensive work to improve the garden area. The childminder ensures that all mandatory training is regularly updated. She works alongside her assistants and offers some support. However, precise targets to help the assistants develop their practice further have not yet been fully established.
- The childminder and her assistants create trusted relationships with parents. They keep parents informed about their children's day and ongoing development. Parents comment positively on the individual approach their children receive to succeed. For example, the childminder makes arrangements for some parents whose children have speech delay, to attend speech and language classes run by external professionals. This has proved highly successful, and helps parents and the childminder use consistent strategies.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their responsibility to safeguard and protect children in their care. They know the potential signs and symptoms that may indicate a child is at risk of harm, including exposure to extremist views and behaviours. The childminder and her assistants know the procedures to refer any concerns they may have about a child's welfare to the relevant agencies. The childminder follows robust recruitment procedures, including checking staff's suitability to work with children. She has a vigilant approach to risk assessing her premises to ensure they are safe for children.

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

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

- support assistants to make better use of opportunities to consistently support children's understanding of early mathematical concepts
- strengthen arrangements to identify and address areas for improvement in assistant's individual practice.

## Setting details

<b>Unique reference number</b>	EY342819
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10301618
<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 7
<b>Total number of places</b>	15
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	18 January 2018

## Information about this early years setting

The childminder registered in 2006. She lives in Burnham, Berkshire. She operates from 7.30am to 6pm from Monday to Thursday and from 7.30am to 5pm on Friday, during term time. The childminder works with a team of four assistants, three of whom are part time. Two assistants hold appropriate childcare qualifications at level 3. The childminder holds an appropriate qualification at level 6. She accepts funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sonia Panchal

## 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 this into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed what she wants children to learn.
- The childminder and inspector jointly observed and evaluated an activity.
- The inspector spoke with the childminder, her assistants and children at appropriate times during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their written views with the inspector.
- The childminder provided the inspector with relevant documentation on request.

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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