

# Childminder report

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Inspection date: 22 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 are happy and settled in the childminder's welcoming home. They have a very close relationship with the childminder. She encourages children to appreciate books and stories as they snuggle next to her and listen to her read. Children are confident talkers, and they excitedly identify the illustrations in the book. They receive lots of praise and encouragement, which helps to build good levels of self-esteem.

Children have daily opportunities to explore their local community. The childminder plans activities outside the home to give children new social experiences. Children attend regular playgroup sessions and go on trips to the library. They meet new children and adults and develop confidence in new social situations. The childminder takes children to the woods, where they have opportunities to learn about the natural world in this different and exciting environment.

Children demonstrate their imaginative skills. For example, they discuss different foods as they pretend to make lunch in the play house. The childminder supports children to use their imaginative skills. She provides exciting ideas and resources to extend their physical skills. For example, children laugh with delight as they attempt to balance eggs on spoons and throw balls through hoops. They help to pack away toys and learn to be helpful and independent. Young children engage well in their chosen activities and are motivated and enthusiastic learners.

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

- Children excitedly express their thoughts and ideas with the childminder. The childminder values what the children have to say and gives enough time for them to think and respond to questions. She recognises opportunities to join in with children's play, to help extend their learning. For example, she uses questioning effectively to enable younger children to match pictures and numbers when playing dominoes.
- The childminder liaises closely with parents to ensure they receive information about their child's day. For example, she uses daily communication, home-school diaries and online messaging systems. The childminder works with parents to encourage children in their personal care and self-help skills. For example, children learn to go to the toilet independently.
- Partnerships with other settings that children attend are good. The childminder exchanges information to support consistency in care and learning for all children. The childminder understands the skills children need to learn to become ready for the next stage in their learning. The childminder teaches children to become increasingly more independent. For example, children learn to put on their own coats and shoes.

- Children are well behaved. They show care and consideration towards each other. The childminder praises and encourages children, which increases their self-esteem and emotional well-being. The childminder gives clear messages about healthy lifestyles. For example, she provides nutritious snacks and meals. Children who prefer to learn outside have a wealth of opportunities to explore and be physically active when they play in the garden or local parks.
- The childminder uses every opportunity to model and reinforce language. For example, she sits with children as they play and talks to them about what they are doing. She builds on children's speech and language, helping them to extend their vocabulary. This supports children's early language and communication skills effectively. However, arrangements to support children's interest in early writing are less effective. The childminder does not provide many opportunities for children to practise mark making in their play.
- The childminder builds skilfully on what children already know and can do. She observes and assesses children and uses what she knows and what parents tell her to plan effectively for the next steps in children's learning. The childminder reflects on her practice and continues to build on her knowledge and skills. For example, she has completed speech and language training to support children's emerging communication skills.
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## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of signs of abuse and what action to take if she has any concerns about a child's welfare. She completes updates to her training and shows a good knowledge of wider safeguarding. The childminder uses a range of strategies to help to keep children safe. For example, she records visitors to her home, ensures doors are locked and supervises children closely at all times. She carries out regular checks of the indoor and outdoor environments to ensure that children are safe from any potential hazards.

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

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

- strengthen teaching strategies to promote children's early mark-making skills even more effectively.

## Setting details

<b>Unique reference number</b>	EY465600
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10305119
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	12 February 2018

## Information about this early years setting

The childminder registered in 2013 and lives in Amersham, Buckinghamshire. She offers her childminding service from 7.30am to 6pm, each weekday, all year round, except for family holidays and bank holidays. The childminder provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Robertson

## 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 childminder.
- The childminder and the inspector completed a learning walk together around the areas of the childminder's home used for childminding.
- The inspector held a number of discussions with the childminder throughout the inspection.
- A range of documentation was viewed, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- During the inspection, the inspector spoke to, and interacted with, the 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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