

# Childminder report

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Inspection date: 11 January 2024

<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

The childminder has high ambition for children and what they can achieve. She is confident in what she wants children to learn based upon what is most beneficial for their age and stage of development. The childminder's curriculum centres around helping children to gain the skills that they need to be independent, strong communicators who can express themselves and their ideas and needs. The childminder has undertaken training to increase her awareness of how to support children's communication and language development. She threads this into her practice well, finding different ways to help children to hear and use speech in their play. The childminder understands what can limit children's use of speech and provides quieter times during the day where children can talk and listen. The childminder places a strong focus on encouraging children to develop an interest in books and love of reading. These vital skills help children to prepare for when they will eventually start school and gives them a strong foundation for their future learning.

The childminder provides children with a warm and caring environment, where they feel safe and secure. Children are kind and considerate towards each other and play together well. The childminder provides clear and consistent boundaries and expectations for children's behaviour. Children respond well to these and their behaviour is very good.

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

- The childminder promotes children's early literacy effectively. Children enjoy going to the local library, where they join in with story and rhyme sessions. The childminder reads to children every day. She provides books that cover varied and interesting subjects, such as age-appropriate internet safety. This broadens children's awareness and understanding and they show fascination and interest in different characters, themes and topics.
- Children take part in activities that help them to develop and strengthen their physical skills well. For example, during the inspection, children played in the garden, breaking up ice with small hammers to rescue plastic animals frozen inside. This engaged and excited them and they talked with enthusiasm about freeing the animals. Younger children spent time feeling the sensation of the cold ice in their hands and showing wonder as their warm hands turned the ice to water.
- The childminder puts the curriculum into action successfully and plans activities that interest and excite children. However, she does not always consider how to expand on this engagement to move children's learning forward. Children do not consistently make connections and use these good foundations to explore learning at a deeper level. On occasion, the childminder does not prompt

younger children to get more actively involved in learning experiences.

- Children are settled and confident in the childminder's care. The childminder recognises that when young children return to her care after absence, they need reassurance and comfort. By providing young children with close contact and gentle encouragement, they develop in confidence. The childminder ensures that older, more confident children learn about sharing and taking turns, so that all children are able to play with what interests them and join in.
- Parents praise the care that children receive. The childminder shares regular updates about children's development with parents. The progress check that the childminder completes for children between the age of two and three years old, is a detailed and precise account of their progress and next steps in learning. The check reflects the childminder's accurate ability to observe and monitor the good progress that children make. It is a highly useful document to help parents to support their children's learning at home.
- The childminder establishes excellent working relationships with other settings that children attend. As a result, they exchange information about children's development effectively. This provides children with consistency in their learning.
- The childminder has a thorough understanding about how to keep children safe in her care. She demonstrates a secure awareness of local safeguarding partners' guidance and knows what action to take if she had any concerns about children's welfare.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- expand the curriculum to encourage all children to engage more deeply and sustain their attention, building on their already good knowledge and understanding.

## Setting details

<b>Unique reference number</b>	EY497537
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10308588
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	15 March 2018

## Information about this early years setting

The childminder registered in 2018 and lives in Holmers Green. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Hayley Marshall-Gowen

### 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 provider.
- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder. Throughout the inspection the inspector spoke with the childminder and children at suitable times.
- The views of parents were obtained through written feedback and discussions.

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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