

Childminder report

Inspection date: 26 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 is ambitious for all children, including children with special education needs and /or disabilities (SEND). She focuses clearly on developing children's social, physical and language skills. She understands that if children develop secure skills in these areas then they are well prepared for other learning too. Children develop impressive levels of independence under the guidance of the childminder. Young children learn to be fully independent in their toileting and hand washing. They learn how to walk up and down stairs safely. Children learn to listen to what others say and hold back-and-forth conversations. This is because the childminder teaches them to do so. Children develop good attitudes to learning.

Children behave well for their age. The childminder knows young children are very capable of being helpful and considerate if they are encouraged and supported to be so. Children rise admirably to her expectations. They enjoy learning how to chop fruit so they can help prepare snacks for each other. They can properly help to tidy away toys because they have learned how to match toys to the pictures on boxes. Children show they feel fully at home with the childminder, who makes all children feel welcome, safe and secure.

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

- The childminder knows the children she looks after really well. She recognises their interests and abilities. She plans carefully how to give them a wide range of experiences to expand their knowledge and understanding of the world around them. Children visit local allotments and stables. They go on outings to see aeroplanes take off and land. Through this children develop new interests and can use their new knowledge in their play and conversations.
- The childminder shows great skill and tenacity in meeting the needs of children with SEND. She is a real advocate for these children's rights to receive the support and funding to which they are entitled. Her partnership working with parents and other professionals is highly effective in ensuring this is the case. She adapts routines and her home to ensure all children are welcome and safe. She plans and delivers a personalised plan of learning for these children, while also ensuring they are fully part of her 'childminding family'. These children thrive in her care.
- Overall, the childminder delivers strong teaching. She is especially confident at supporting children's learning through their self-chosen play. However, sometimes teaching is less effective when children take part in more adult-led activities. The childminder does not clearly explain to children what they will be doing. While children still enjoy these activities they are not best supported to focus on developing the skills the childminder identifies she wants to teach at these times.

- Children learn well to use resources and toys with purpose. This helps them develop good levels of concentration and perseverance. For example, because the childminder has taught children how to dress and undress dolls children are motivated to keep trying until they have done up all the fastenings. Children enjoy practising how to tuck dolls into toy cots and secure them in pretend car seats.
- The childminder and her assistant form a very effective team. They communicate well about children's care needs, working together to ensure children get the rest, exercise and nourishing food they need to promote their good health. They are equally as effective at ensuring children feel valued and proud of what they can do.
- The childminder places children's safety and well-being at the heart of her work. As a result, she has focused on ensuring her assistant has a comprehensive understanding of child protection and his role in keeping children safe. However, she recognises the need to now support him to develop a deeper understanding of how children learn and develop, to enable him to contribute even more to children's good outcomes during their time in their care.

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:

- provide clearer explanations to children about what they will be doing and learning, to help focus teaching more precisely on what children most need to learn next
- support assistants to gain a deeper understanding of how children learn, to develop further the quality of their interactions with children.

Setting details

Unique reference number	EY500021
Local authority	Buckinghamshire
Inspection number	10317239
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 May 2018

Information about this early years setting

The childminder registered in 2016. She lives in Aylesbury, Buckinghamshire. The childminder offers care 8am to 5pm, Monday to Friday, for most of the year. She can provide overnight care. She holds a relevant qualification at level 6. The childminder regularly works with a registered assistant.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the childminder.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder, the assistant, and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- The childminder provided the inspector with a sample of key 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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