

Childminder report

Inspection date: 6 March 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 has created a nurturing and welcoming setting, which enables children to feel secure and settled. Children's personal and emotional development are a priority. They are very happy and have warm relationships with the childminder. From the outset, the childminder develops strong partnership with the parents. This helps her to gather information to plan for the children's needs and interests.

The childminder has a clear understanding what she wants children to learn in her care, and she completes progress checks to identify these. She has high aspiration for children's speech, making sure children have plenty of opportunities to build on language and communication skills. The childminder repeats back sentences and skilfully questions children encouraging speech. Furthermore, she plans daily singing sessions. She uses props to bring rhymes to life. Children enthusiastically join in singing 'Humpty Dumpty' and giggle when 'Humpty Dumpy' falls down.

Children's behaviour is good. The childminder is a very good role model. She is sensitive and calm in her mannerism. The childminder helps children to learn to share their toys, with her gentle reminders. This helps children to develop their early relationships. Children have a positive attitude to learning.

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

- The childminder plans a curriculum that is well sequenced and based on children's individual capabilities. She places a strong focus on developing children's communication and language, and personal, social and emotional development. The childminder follows the children's lead and joins in with their play to reinforce what they know.
- The childminder supports children to develop a love of books. Children enjoy snuggling up with the childminder to look at their favourite stories. They know some stories well and predict what will happen next. Children demonstrate good listening skills and develop a love of literacy.
- Children are developing good self-care skills. The childminder teaches them how to wash their hands ahead of mealtimes. For instance, children enthusiastically sing the handwashing song while washing their hands and confidently dry them. Furthermore, she teaches children to cut their own fruit at lunchtime. This helps develop children's growing independence.
- Children are confident they choose their favourite toys to explore. Interactions between the childminder and the children are good. For example, she engages well with children as they play with the role play kitchen. Children talk about the different 'cakes' they are making. This helps to support children's growing imaginations.

- Children enjoy painting pictures during adult-led activities. The childminder introduces new colours such as 'dark pink' and 'dark blue'. However, children are not consistently able to access mark-making resources independently to allow them to follow their own spontaneous creativity.
- Children develop strong social skills. The childminder plans trips in the local community. For example, they visit the local farm and the local library. This helps to promote their social skills in preparation for school.
- The childminder has high expectations of children. She praises them and they behave well. Children use good manners throughout the inspection, saying 'please' and 'thank you' effortlessly. This helps foster children's positive relationships.
- Overall, the childminder has a good knowledge of all areas of learning and keeps children engaged. Children have good opportunities to develop their smaller physical movements. For example, they paint with cotton buds. However, the childminder does not make the most of opportunities to build on children's interest in more physical activities on a larger and more challenging scale, such as when playing indoors.
- Partnership with parents is strong. They talk positively about the childminder's nurturing approach and how she goes 'above and beyond' for their children. The childminder shares regular information with parents. Parents say this has had a positive impact on their children's development and their children make excellent progress in her care.
- The childminder monitors her practice and is committed to working towards continuous improvement. She regularly networks with other local childminders. The childminder research's new activities to do with the children. Furthermore, she has accessed training on mathematics to support children's learning.

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 more opportunities for children to independently explore mark making so that they strengthen their early writing skills
- enhance the curriculum for supporting children's physical development so they can take age-appropriate risks to further build on their large-muscle development.

Setting details

Unique reference number	EY498931
Local authority	Buckinghamshire
Inspection number	10317288
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	0 to 12
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 May 2018

Information about this early years setting

The childminder registered in 2016. She lives in Aylesbury, Buckinghamshire. She operates from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Lane

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 spoke to the inspector about her intentions for children's learning and how the curriculum is implemented.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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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