

# Childminder report

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Inspection date:

19 December 2024

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

The childminder creates a warm and appealing environment, where children feel happy, included and safe. She builds strong relationships with each child right from the start. This forges a sense of trust and connection. Children arrive happily from school and follow the routines they know so well. They put away their belongings, take off shoes, wash hands and choose an activity from the wide variety of interesting resources.

The childminder caters well for children's preferences, such as for those children who love to build with a range of construction toys and those who enjoy doing arts and crafts activities. Children stay committed to reaching their desired end results. This helps them develop a sense of achievement. The childminder offers plenty of praise for children's efforts, which makes them beam with pride. The childminder celebrates children's unique skills, such as sharing photographs of children receiving awards at their after-school clubs. This raises children's self-esteem.

High expectations of behaviour are fully embedded. The childminder encourages children to play cooperatively, share and take turns. She gives them reasons behind the rules. If minor disputes occur, such as more children wanting the same toy, the childminder teaches them effectively how to resolve these. This fosters children's understanding of how to respect others and consider their feelings. Older children are extremely helpful in supporting younger ones to be kind to each other. They are very good role models, following the childminder's lead and readily inviting younger children into their play. This helps to create a calm and respectful atmosphere.

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

- The childminder actively reflects on her provision and makes positive improvements to benefit children. She adapts her environment to ensure children are safe and their interests are reflected. This encourages their motivation and engagement, as well as their ability to make independent choices in play. In this way, children practise their decision-making skills.
- Partnerships with parents are trusted and effective. Parents highly value the childminder's homely environment and close connection between home and nursery school. The childminder maintains a strong relationship with the nursery school staff and relays important messages to parents in a timely manner. The childminder works closely with parents and staff from the other settings to support children's emotional well-being. This enhances children's continuity in their care.
- The childminder introduces children to the different cultures from around the

world. She has books, resources and small-world toys that reflect diversity. For instance, children design Christmas collages using stickers related to the festival. These spark conversations between children about their own home cultures, traditions and languages. The childminder recognises that she can do more to bring in children's home cultures into her setting. She is looking into ways to gain more information about this from parents.

- Mealtimes are truly a social event. Children thoroughly enjoy the home-cooked, nutritious food the childminder provides for them. She is committed to giving children hearty meals to set them up for the rest of the evening, once they get home after a long day. Children talk about a multitude of topics while they eat. They take a real interest in each other's contributions. Children talk about their day at school, what they did and who they played with. This makes children feel valued.
- Healthy lifestyles are promoted very well. The childminder ensures that children fully understand why it is important for them to wash hands when they enter her home, after school. She talks to children about healthy food options. Children learn that walking home from school promotes their physical well-being. In addition, the childminder constantly supports children to keep themselves and others safe, such as by remembering the road safety rules.
- Children learn to manage their self-care needs well. There are plenty of opportunities for them to practise and refine these skills. Younger children are encouraged to put on their own shoes and coats when parents arrive to collect them at the end of the day. The childminder sensitively trains children how to use the toilet on their own. These skills are vital for future life.
- Children have opportunities to build on their physical skills in the fresh air. They play in the childminder's garden and enjoy role playing with the toy barbecue. This helps to build closer friendships and support for each other to do well. Some younger children attend the same school nursery and talk avidly about their time together in the nursery's garden.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	107788
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10368553
<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>	3 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	26 March 2019

## Information about this early years setting

The childminder registered in 1994. She lives in Chalfont St Peters, Buckinghamshire. The childminder operates Tuesday to Friday, between 7.30am and 5.30pm, all year round. She is eligible to receive funding to provide free early education for children aged nine months to four years old.

## Information about this inspection

### Inspector

Sonia Panchal

### Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how she ensures children are safe and cared for.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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