

Childminder report

Inspection date: 25 September 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

Children respond extremely well to the childminder's positive attitude and the passionate encouragement she provides. This helps children to feel valued and important. The childminder provides encouragement and reassurance when children try a new task for the first time. For example, children show perseverance when they figure out how to open a storage box.

Children are independent in their learning. The childminder's open environment enables children to move around the room and choose what they wish to play with. Children have the confidence to express themselves and communicate their wants and needs. For example, they ask for toys that are stored in an adjacent room. Children also choose equipment from a photo album that the childminder has created to help them make independent choices about their play. They invite the childminder to look at an early signing book, sitting with her as they share cuddles. Children show an enthusiastic attitude to learning.

Children behave well. The childminder is a positive role model who has high expectations of children's behaviour. She speaks to children in a respectful way. For example, she gently encourages them to share and take turns during play. The childminder offers children consistent praise for their efforts, which supports their self-esteem and confidence well.

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

- The childminder regularly assesses children's progress and shares this information with parents. She uses assessment well to identify any potential gaps in children's progress and provides the necessary support to help them catch up with their peers. As a result, all children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- The childminder uses questions to extend her conversations with children. This helps to support children to develop their language and communication skills. Children rise to challenges and respond well by giving their ideas. However, on occasion, the childminder overloads children with questions and does not consistently extend and challenge their learning during activities to help them achieve their highest potential.
- The childminder supports children to lead healthy lifestyles. She works with parents to ensure that children come to her setting with nutritious packed lunches. Children learn to wash their hands after using the toilet and before they eat. The childminder promotes children's physical skills effectively. Children enjoy their time at the parks in the local area, where they have fun using the climbing apparatus.

- Children develop an understanding of mathematical concepts. The childminder naturally weaves counting and number recognition into play to match the order in which children learn. The childminder supports children to build on their mathematical knowledge and makes learning fun. This helps to both captivate children's interest and embed what they learn.
- The childminder actively engages parents in their children's learning. She gives them information about children's progress, such as their individual next steps in learning. She shares examples of how to extend learning at home. Parents explain that children's learning is increased through the varied trips that the childminder plans. The childminder's partnerships with parents are strong.
- The childminder reflects on her practice and the experiences she offers children. She keeps up to date with mandatory training, such as paediatric first aid and safeguarding. In addition, the childminder has identified subjects to enhance her knowledge of supporting children with speech and language delay.
- The childminder knows that children enjoy building towers with bricks, so she encourages them to build their towers taller and identify number and shapes as they build. Children develop their small-muscle skills as they fix hexagonal discs together to make pretend models of cameras and aeroplanes. They have great fun as they pretend to take photos and zoom around the room mimicking aeroplane noises.
- Children learn about multicultural festivals and have access to a range of diverse resources. They regularly visit playgroups, where they learn to socialise in larger multicultural groups. This supports them to understand their local community and appreciate the diverse world we live in.

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:

- build on teaching skills further to make greater use of opportunities to extend children's learning during activities and help children make even better progress.

Setting details

Unique reference number	116586
Local authority	Buckinghamshire
Inspection number	10354838
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	2 to 13
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 November 2018

Information about this early years setting

The childminder registered in 1998. She lives in High Wycombe, Buckinghamshire. She operates her service Tuesdays, Wednesdays and Thursdays from 8am until 5pm, all year round, except for bank holidays and personal holidays. The childminder holds a relevant early years qualification at level 3. She provides funded care and early education for children aged from nine months up to four years.

Information about this inspection

Inspector

Chris Lamey

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took parents' written reviews into account.
- The childminder and the inspector carried out a joint evaluation of an activity.

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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