

Childminder report

Inspection date: 12 May 2022

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 are enthusiastic when they arrive at the childminder's home. They wave goodbye to their parents and settle well. Children feel safe and secure from the strong relationship with the childminder, who knows them very well. This allows children to develop their own character. Children are confident to ask the childminder for help when needed. For example, they ask her for a snack when they are hungry.

Children generally behave well. The childminder has high expectations of children. She expects them to demonstrate kindness to their friends. When they forget to share and let their friends join in, the childminder reminds them about the importance of taking turns, and they soon share with their friends. However, on occasions, children struggle with their emotions.

Children develop a love of books. They take pleasure in listening to their favourite stories being read again and again. This helps children to learn new words and develop an understanding of how stories are structured. For example, children retell phrases from the story 'The Big Bad Wolf'. Children's development of communication and language is supported well. The childminder alters her teaching to support children's progress with new vocabulary.

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

- The childminder has a good understanding of how children learn. Children have independent access to a range of age-appropriate resources. The childminder responds well to their interests and provides challenge. For example, children learn how to operate a lock with keys to open a house.
- The childminder uses assessment appropriately to identify any gaps in children's learning. She improves her knowledge of how all children learn to enhance the teaching of the curriculum. For example, the childminder received training from childcare professionals to support children with special educational needs and/or disabilities.
- The childminder provides many opportunities for children to play outdoors and engage in taking risks. For example, children think critically and use their balance to navigate a bike on a ramp. Children have access to a large outdoor area. They enjoy visits to local places of interest. However, the childminder does not consistently enable children to develop their independence skills and manage their personal needs.
- The childminder plans well to promote development in all areas of learning. She supports the children's mathematical skills effectively, such as introducing concepts and the language of size. For example, children use different-size containers to fill with pasta and rice. Children learn new words to describe size,

such as 'tiny' and 'small'.

- Parents speak positively and feel reassured about the care provided by the childminder. Parents comment that they are well informed about their child's learning and development, including the experiences they take part in, such as a 'muddy walk'.
- The childminder has a positive attitude to children's learning. She helps them to learn routines and boundaries. However, on some occasions, the childminder provides less opportunities for children to learn how to regulate their emotions.
- The childminder has built good links with other professionals, including local schools. Parents show appreciation for the support they receive from the childminder when their children transition to school. The childminder plans outings to places of interest to broaden children's knowledge of the wider world. For example, they attend a local toddler group to further develop their social skills following the impact of the COVID-19 pandemic.
- The childminder engages well with children, supporting them effectively with their language development. For example, children listen carefully to instructions when learning how to blow bubbles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her knowledge and understanding of child protection with regular training. She demonstrates a clear understanding of the processes and local procedures to follow if she has a concern about the welfare of a child in her care. The childminder recognises the signs and symptoms of abuse. The childminder has a secure knowledge of her responsibility to protect children from harm and the risk of being exposed to extremist views. She keeps children safe in daily activities and communicates this to them. For example, she demonstrates the safe use of a slide after it has rained.

What does the setting need to do to improve?

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

- provide more encouragement for children to manage their own personal care needs independently
- help children to learn language to describe their emotions, so they can become more able in expressing their feelings.

Setting details

Unique reference number	116668
Local authority	Buckinghamshire
Inspection number	10228186
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	3 to 6
Total number of places	8
Number of children on roll	5
Date of previous inspection	2 November 2016

Information about this early years setting

The childminder registered in 1993 and lives in High Wycombe, Buckinghamshire. She operates her service for four days a week from 8am to 6pm, including during school holidays. The childminder holds a home-based childcare qualification.

Information about this inspection

Inspector
Sally Paton

Inspection activities

- This was the first routine inspection the provider 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 had a learning walk with the childminder through all areas of the premises used by the children.
- The childminder talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector carried out a joint observation with the childminder and discussed the effectiveness of her teaching on the children's development.
- Parents shared their views through verbal and written feedback. The inspector took account of these views.
- Discussions were had with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of the childminder's documentation. This included qualifications, first-aid certificates and the progress check for children completed at two years of age.

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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