

Childminder report

Inspection date: 26 February 2025

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 happy at this home-from-home setting. They settle quickly at activities of their choosing. The childminder engages well with the children. She communicates with parents to help her understand the children's likes and interests away from the setting. The childminder uses this information to successfully plan and meet the children's needs. As a result, the childminder has established close and trusting bonds with the children and their families.

The childminder is a good role model and focuses on supporting children to develop good manners and social skills. Children understand the daily routine and what is expected of them. The childminder supports children to share and take turns. If conflicts arise the childminder successfully supports children to resolve these for themselves. For example, when children want the same toy, the childminder talks to them about how they can find a solution, children then decide that they will each have a turn.

The childminder has high expectations for children's development. She recognises that the children enjoy being outdoors. The childminder takes children on daily walks to explore local spaces where they build on and develop their physical skills. This means children have ample opportunities to explore nature and gain knowledge about the world around them.

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

- The childminder attends a range of training. She recently attended training to develop her knowledge and skills further. This resulted in the childminder reviewing her curriculum to more effectively meet the needs of children. For example, the childminder has reflected on the experiences that children have and how she can provide them with new ones to enhance their learning and development. This means all children make good progress.
- The childminder completes regular assessments of children's development and uses this to plan for their next stage of learning. However, at times, she does not consider how activities can best be adapted to meet the needs of different aged children. This means, at these times, not all children's learning needs are met.
- Support for children's communication and language is a strong focus for the childminder and she supports this area well. When asking the children questions, or during conversations, she gives children the time they need to think and respond. She consistently introduces children to new words. For example, while making bread, the childminder uses words such as knead, pull and stretch. Children then repeat these words as they manipulate the dough. As a result, children are confident communicators.
- The childminder sings with the children as they play, children join in happily

using musical instruments. Children enjoy looking at books independently and listening as the childminder reads to them. Regular trips to the library provide children with opportunities to look for books of their choosing. This helps children develop a love of reading.

- Mathematics is supported well. The childminder incorporates counting and numbers while children play and in planned activities. Older children use recipes to help them when using scales to weigh ingredients. Younger children carefully count their cutlery at lunch time. The childminder uses language such as big and small, heavy and light. This means children are gaining an understanding of simple mathematical concepts.
- The childminder teaches children how to lead a healthy lifestyle. Children enjoy lots of outdoor time, either in the garden or exploring local areas. Trips to the shops help children to understand the roles of people in the local community. The childminder provides children with healthy snacks and meals. Children use resources to proudly show their understanding of cleaning their teeth.
- Children's independence is supported well. Older children successfully manage their self-care needs. The childminder supports children to pour their own drinks, and even the youngest, feed themselves well at mealtimes. The childminder gives the children choices throughout their day, this helps them to take control of their learning and develop new skills. Children show a sense of pride as they complete tasks for themselves.
- The childminder provides parents with daily verbal feedback about their child's day. In addition, regular written feedback gives parents information about their child's development and achievements, with information on how to support this at home. Parents describe the childminder as nurturing, warm and supportive.

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:

- plan activities more precisely to meet individual children's needs and help them remain focused and build on what they already know and can do.

Setting details

Unique reference number	140806
Local authority	Buckinghamshire
Inspection number	10380875
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 June 2019

Information about this early years setting

The childminder registered in 1997. She lives in a village between Oxford and Aylesbury. The childminder operates Tuesday to Thursday, from 7.30am until 6pm, all year round with the exception of bank holidays and family holidays. The childminder holds a relevant qualification. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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