

Childminder report

Inspection date: 5 November 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 are content and settled in the nurturing care of the childminder. The childminder creates a warm and welcoming environment where the children feel at home. Children often take her toys and books to share together or sit on her lap for cuddles. Children have secure and trusting relationships with the childminder and approach activities with curiosity. The childminder develops this by modelling investigative skills. For example, she shows children how to squeeze bags of slime on the sensory table to mix colours and textures. Children then continue this for themselves and wonder at the changes and results that they are achieving.

The childminder sets clear boundaries and expectations of behaviour. Children know to put their own things away after arriving and to help tidy up toys and resources once they have finished playing with them. The childminder is a positive role model and frequently praises children. She has lots of enthusiasm and bursts into laughter with the children at funny moments, such as the friendly cat rolling over to have its tummy tickled. This has a positive effect on children's social and emotional development.

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

- The childminder has a good understanding of how young children learn. She knows that children learn through play and is knowledgeable about what children should be learning when, and how to support this. The childminder considers children's interests when planning activities for them and monitors the progress they make. This helps her to target individual children's next steps to learning.
- The childminder knows the children very well. She takes time to discuss individual children with their families before they embark in her care. Any special educational needs and/or disabilities (SEND) are well catered for, and the childminder communicates effectively with parents and other professionals when this is required or beneficial.
- The childminder provides opportunities for children to develop their fine motor skills in readiness for writing. For instance, she offers paintbrushes of different sizes when exploring spreading glitter and glue. Large-muscle movements are also supported through daily use of the garden, local parks and woodlands.
- The childminder incorporates opportunities for children to explore numbers and supports mathematical development well. She counts as she adds objects into play and discusses comparative sizes of toys and resources. The childminder models a range of vocabulary and shares stories and rhymes regularly. However, young children are not consistently asked or encouraged to speak for themselves, or given time to offer responses. This limits opportunities for children to develop their vocabulary.

- Children gain a good understanding of healthy lifestyles. The childminder discusses the benefits of eating a varied diet with lots of fruits and vegetables and incorporates being outside in the fresh air into her schedule. Children know to wash hands before eating and when coming in from the garden.
- The childminder regularly takes children to local toddler groups, libraries and museums. This helps to develop children's social skills and supports their ability to feel confident in a variety of places and situations. She is keen to extend children's growing understanding of the world around them and celebrates special events, such as Diwali and Remembrance Sunday. For example, the childminder uses stories and arts and crafts to extend children's learning.
- Children behave well. They treat the childminder's home and resources with respect, and they show kindness and consideration towards her pets. Children understand they need to leave pets alone when they are eating or if they walk away from them as they might need their own space.
- Partnerships with parents are strong. Written feedback is highly complementary, stating that the childminder cares deeply for all children and that they trust her implicitly. Parents of children with SEND are particularly impressed with the high level of attentive care that their children receive.
- The childminder reflects on her provision and is keen to take on advice as to how to improve her setting further. She ensures that her training and qualifications are up to date, and she is part of a group of local childminders who help to provide support for each another.

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:

- strengthen teaching to support young children's early language and communication skills even further.

Setting details

Unique reference number	150000
Local authority	Buckinghamshire
Inspection number	10359777
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 December 2018

Information about this early years setting

The childminder registered in 2001 and lives in High Wycombe, Buckinghamshire. She operates for 48 weeks a year, from 7.30am to 6pm, Monday to Thursday. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Zoe Abraham

Inspection activities

- The inspector carried out a number of observations and assessed the quality of education provided and the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The inspector observed an adult-led activity and provided feedback to the childminder.
- A range of relevant documentation was reviewed by the inspector, including the childminder's training certificates.
- Parents shared their views on the setting with the inspector through written feedback.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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