

Childminder report

Inspection date: 12 January 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are very happy in the childminder's home. They develop strong bonds with the childminder, which supports them to settle well and to explore and play with confidence. The childminder sensitively responds to the children. She engages with them with warmth and enthusiasm, playing alongside them and talking to them to support and encourage their learning. She works closely with parents to ensure there is continuity between home and her setting. Parents praise the quality of the childminder's care, commenting that it is a 'home from home' for their children.

The childminder supports children's understanding of feelings and emotions. She talks to them in a calm and respectful manner and encourages them to name their feelings when they are upset. She sensitively helps children to manage their feelings by listening to them and helps them to find solutions. This helps children to feel valued and safe. Children's behaviour is excellent. Children learn to share the resources and are kind to each other. They are supported to deal with conflict and learn the appropriate language to be able to resolve problems. This helps children to learn to respect each other.

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

- The childminder knows the children well. She assesses their learning accurately and uses this information to identify and build on what they know and can do. For example, once children can confidently make marks with a pencil, she encourages them to use the correct pencil grip. The childminder patiently encourages children with a threading activity to develop their concentration and hand control. Although some children initially find it difficult, they persevere until they succeed and continue until they feel confident with this skill, proudly announcing 'I did it!'
- The childminder skilfully adapts activities to follow children's interests, so that they remain deeply engaged in their learning. For example, when children play with play dough, they pretend some of the play dough tools are tools for fixing the table. She joins in with their play, asking if they can teach her how to fix the table. Children delight in giving her instructions.
- The childminder places a strong focus on children's language development. She models correct sentence structure and introduces new words. For example, she describes play dough using words, such as 'smooth' and 'sticky'. Children eagerly try and copy the new words they hear. The childminder continuously encourages thoughtful and engaging conversations. For example, children enjoy telling her about their families and she listens carefully and takes delight in what they have to say.
- Children become highly independent and take enormous satisfaction in doing things for themselves. For example, they manage to scrape their own plates

after they have finished eating and then put their plates into the sink. The childminder skilfully uses questions to help children to think of their own ideas and how they can solve problems. For instance, they think of different ways they can fix one of the dentist tools.

- The childminder promotes healthy lifestyles well. Children learn about how to look after their teeth by reading books and helping to make a dentist role-play area. They explore the tools that dentists use and look at their teeth in small mirrors. Children enjoy plenty of fresh air as they go for regular walks in local woodlands and build dens. They learn about nature by taking magnifying glasses to study what they might find under logs and make tree rubbings of bark. They develop their physical skills as they learn to use balance bicycles and use climbing frames at local parks.
- The childminder has a good range of policies and procedures in place to support effective management of the provision. She completes a range of training that supports her ability to keep children safe in her care. However, she has not fully considered more focused training opportunities to enhance the implementation of the curriculum to the highest level across all areas of children's development, including children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently discusses her knowledge of safeguarding. She recognises if children are at risk of harm. The childminder knows how to raise concerns about a child's welfare with appropriate agencies, to protect them. The childminder ensures her home is safe for children to play in. She carries out regular risk assessments. She closely supervises children as they play in the house and on outings. Children wash their hands throughout the day. They become independent in managing to use soap and water.

What does the setting need to do to improve?

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

- source a broader range of training opportunities to further enhance the implementation of the curriculum, to support all children to achieve to the highest level.

Setting details

Unique reference number	2525001
Local authority	Buckinghamshire
Inspection number	10208238
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2019 and lives in High Wycombe, Buckinghamshire. She provides care for children Monday to Friday, from 8am to 6pm, for most of the year.

Information about this inspection

Inspector

Jen Staunton

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The views and accounts of parents were taken into account during the inspection.
- The inspector completed a learning walk with the childminder to understand how the setting and curriculum are organised.
- The inspector looked at a sample of documentation, including safeguarding policies and procedures, and children's records.
- The inspector spoke to children at appropriate times throughout the inspection.

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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