

Childminder report

Inspection date: 19 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 thrive because they feel loved and are well cared for by this caring and attentive childminder. From the minute they arrive, they appear thoroughly at home. They hang their coat on their named peg, take off their shoes and are ready to play. They are provided with their own slippers and hand towels to give them a sense of belonging in the setting. Children settle well because the childminder gets to know their routines and interests before they start. For example, if children enjoy playing with musical instruments at home, the childminder makes them their own home-made shakers to use in her setting. She works closely with parents to share as much information as possible about children's progress and achievements. Parents are very complimentary about the childminder and the quality of her care. Relationships between the childminder and children are very warm and caring. Children seek reassurance from the childminder if they need it, and the childminder responds affectionately. Babies giggle as she plays peekaboo with them. Children behave well. They respond readily to the childminder, who teaches them how to share toys and take care of them. They are keen to tidy toys away when they have finished playing with them.

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

- The childminder identifies what children know and can do. She reviews their development and uses this information to tailor activities to help them to make good progress. She plans purposeful play activities to ensure that children can remember what they have learned. For example, she offers a wide variety of activities that involve children practising to identify and say the names of different colours in a range of contexts.
- Overall, the childminder supports children to develop their communication and language skills well. The childminder speaks clearly and narrates what children are doing. She introduces new words, such as 'butterfly', as children look at different pictures. However, at times, the childminder does not give children enough time to think and respond to her questions to help them to express their thoughts and ideas.
- The childminder encourages children to develop their independence and self-care skills. For example, the childminder teaches children to wash their hands thoroughly before mealtimes. Babies happily try to feed themselves with a spoon when they eat their lunch. The childminder praises children when they persevere and achieve their goal. For example, when babies manage to pull themselves up to stand next to a table, the childminder claps and says, 'You did it.' This supports children's self-esteem well.
- Children have extensive opportunities to develop their small-muscle skills through creative and sensory activities. Babies enjoy squeezing soft balls and scrunching different materials in a sensory pod, while toddlers enjoy making

winter scenes with play dough, using a range of tools. Children have access to a craft area where they learn to use glue sticks and make their own creations. Children enjoy opportunities to learn about the world around them as they develop their creative skills. For example, they make bird feeders to hang in the garden.

- Children enjoy plenty of fresh air as they confidently explore an extensive range of stimulating and exciting resources in the garden. They have plenty of opportunities to develop their balance and large-muscle skills. For example, they can ride on scooters or bounce on the trampoline. The childminder uses children's interests to promote their curiosity and exploratory skills. For example, when children are interested in the frost outside, the childminder provides them with opportunities to freeze objects inside ice cubes.
- The childminder is extremely organised in how she manages her provision. This underpins the high-quality care she provides. She regularly undertakes training to extend her knowledge and refresh her childcare skills. She reflects on her practice and identifies focused areas in which she wants to improve. For example, she recently redesigned the garden to enhance children's outdoor play experiences. The childminder is passionate about providing the best support for children and their families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms of abuse and neglect. She knows what to do if she has any concerns about a child's safety or welfare. The childminder is familiar with wider safeguarding issues, such as extremist views and behaviours. The childminder carries out regular safety checks on her home to reduce any hazards. Children's safety and welfare are given high regard. Children learn how to keep themselves safe. For example, they know they have to wear a helmet to protect their head when they use a scooter.

What does the setting need to do to improve?

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

- provide children with enough time to think about their answers to questions so that they have time to express their thoughts and ideas fully.

Setting details

Unique reference number	2526113
Local authority	Buckinghamshire
Inspection number	10208290
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Widmer End, Buckinghamshire. She operates for most of the year from 7.30am to 6pm, Monday to Thursday. The childminder holds a relevant childcare qualification. She provides funded early education for three-year-old children.

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 their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- Parents' views were taken account of during the inspection.
- The inspector had a learning walk with the childminder to understand how the setting and the curriculum are organised.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including safeguarding policies and procedures and children's records.

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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