

Childminder report

Inspection date: 11 October 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children show confidence and enjoyment as they share what they like to do with others. They make visitors welcome by making them a 'cup of tea' from their play kitchen. The childminder's calm and caring approach helps children feel safe and secure in her care. For example, they enjoy having cuddles with the childminder.

The childminder plans a range of activities to provide children with new experiences. For example, children develop coordination skills and hand muscles as they use tweezers to sort small objects by colour. Children are mindful of the toys and are encouraged to tidy them away when they have finished playing with them. The childminder models behaviour and works with the children to replace games and toys before choosing another. They learn to care for the environment around them.

Children learn about the world around them when the childminder takes them on walks and visits to nearby parks. She teaches them about the changing seasons as they talk about the colour changes on trees.

The childminder teaches children how to keep themselves safe and sets clear boundaries and expectations of behaviour. She talks to children about risks and consequences. For example, during mealtimes, she talks to the children about sitting still while eating to prevent falling or choking. Children listen and respond, showing they understand and show good table manners.

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

- The childminder's curriculum is well planned and sequenced. It builds on what children know and can do. She talks to children about things they have learned before to find out what they remember and understand. Children listen and respond to the childminder with excitement as they talk about visits and outings they have been on. She models language to the children and talks to them about caring for the pets in the home. However, she is not always consistent in providing children with opportunities to extend their language skills and learn new vocabulary.
- The childminder works closely with families to include them in observations and assessments she makes on their children. This helps her to plan activities that build on children's current interests. She shares information with parents so that they know what their children are learning and how they can support this further at home.
- Children are beginning to learn to manage their own personal hygiene needs. They know and understand the importance of handwashing after handling the guinea pigs as well as before mealtimes. They talk about germs with the

childminder and why they need to wash them off of their hands.

- Children learn about shape and colour and develop their understanding of mathematics. For example, the children choose magnetic shapes to build and make beds for the baby dolls. They measure the baby dolls to make the bed big enough for the baby to lie on. The childminder supports children to explore and begin to recognise some colours. The children enjoy looking through the transparent shapes to see the colours.
- Children show positive attitudes to learning through high levels of concentration and enjoyment. They particularly enjoy playing with the toy kitchen. Children talk about the food they are making and share the resources to make dinner and cakes for each other and the childminder. They use books to ask what the childminder would like to eat. Children focus on creating the food they want to serve to the childminder.
- The childminder praises the children throughout their play. This supports their emotional development and helps them to have pride in their achievements. She models the behaviour she expects to see and shows a calm and nurturing approach when interacting with the children.
- The childminder develops positive and effective relationships with the children and their parents. She liaises with the local pre-school, sharing information to support a consistent and cohesive approach to meeting then needs of children. This supports children in preparing for their next stage in learning and the transition to pre-school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture of 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 skills in recognising when to provide time for children to process and develop their language skills and learn new vocabulary.

Setting details

Unique reference number	2756808
Local authority	Buckinghamshire
Inspection number	10349556
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 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered with a childminder agency in 2021 and then re-registered with Ofsted in November 2023. She lives in Prestwood, Buckinghamshire. She operates all year round on a Monday, Thursday and Friday, 8am to 6pm, including school holidays, except bank holidays and her own family holidays. She holds a relevant early years qualification at level 3. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke with the inspector during the inspection.
- The inspector observed interactions between children and the childminder.
- 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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