

Childminder report

Inspection date: 7 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy in the care of the childminder and they enjoy their time with her. They make good progress in their learning from their starting points. The childminder finds out from the parents about their children's interests and abilities before they start. This, along with settling-in sessions, helps her to meet the children's emotional needs effectively. Children enjoy the warmth and affection that the childminder gives to them. They like cuddling up to her as they listen to stories. Children are kind and considerate and the childminder helps the children to learn about sharing. They receive regular praise from the childminder, which helps to boost their confidence and self-esteem.

Children enjoy action songs, which encourage their speaking and physical skills. For example, children smile with delight as they act out the actions and re-enact the words of well-known songs and rhymes. Furthermore, children join in with the repeated refrains as the childminder reads stories. This enhances children's literacy skills. The friendly childminder provides a warm and welcoming environment. The well-organised and fully resourced playroom is stimulating and exciting. This motivates children to explore and engage in the creative experiences on offer. For example, children focus for periods of time as they explore the range of sensory items. Children show they are confident and comfortable in the childminder's home. They self-select toys, make their own decisions and play happily. Children have a positive attitude towards learning and are curious.

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

- The childminder is a good role model who is nurturing and supportive. She treats children with kindness and respect and helps them to value the differing needs of their friends. Children's emotional needs are met well.
- Children learn about healthy lifestyles and how this affects their bodies. For example, they know and understand about germs and the importance of washing their hands at appropriate times.
- Children are keen to engage with the childminder and take part in activities. However, on occasion, the childminder does not make the best possible use of children's interests to help to extend their learning. For example, she does not always take the time to question children and allow them to explain what they are doing, to help her to establish their existing knowledge and skills and develop these further.
- The childminder teaches children how to feel safe within the childminder's care. The children have good opportunities to take risks and develop their independence skills well. For instance, they help to get the table ready for their meals and learn how to use a knife safely from a young age when they are cutting their fruit.

- The childminder evaluates her provision well and includes the views and suggestions of parents and children. However, she does not always target her professional development highly to extend her knowledge on any changes for early years and develop an expert knowledge of teaching.
- Partnerships with parents are strong. The childminder shares their ongoing progress in a variety of ways and values parental contributions towards children's learning. Parents are very complimentary about the setting and the childminder.
- Children have plenty of opportunities to learn about the world that they live in and enjoy going out to meet and socialise with new people. For instance, children enjoy weekly trips to the local library for singing and story times and playing at the local parks. They develop their relationships as they mix and play with other children at toddler groups.
- Partnerships with other providers, including local pre-schools, are secure. The childminder regularly shares information about children's learning with the other settings children attend. This helps to maintain a consistent approach to children's learning and development, while helping to support their eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a high regard for children's health and safety. Her home is secure, clean and tidy. She keeps robust records and documentation to ensure the efficient management of the provision. For example, she maintains robust accident and medication documentation to keep children safe. The childminder understands her roles and responsibilities to protect children from harm. She makes good use of her knowledge from regular safeguarding training to be able to identify potential signs of abuse. She knows how to refer any concerns about a child's welfare to the appropriate professionals. The childminder recognises when children may be exposed to extreme behaviours and has secure knowledge of possible signs.

What does the setting need to do to improve?

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

- make the most of all opportunities to extend and build on children's knowledge and skills during their play
- strengthen the professional development programme to raise knowledge and skills to the highest levels.

Setting details

Unique reference number	EY235678
Local authority	Buckinghamshire
Inspection number	10136356
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 October 2015

Information about this early years setting

The childminder registered in 2002. She lives in Steeple Claydon, Buckinghamshire. She holds a level 3 childcare qualification. She receives funding for free early education for children aged three and four years. The childminder offers care all year round, from Monday to Friday, between the hours of 7.30am and 6pm.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector and the childminder held a discussion to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents from their written responses to surveys organised by the childminder.
- Several discussions took place with the childminder and the inspector looked at relevant documentation.

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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