

Childminder report

Inspection date: 8 May 2025

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

The childminder understands that for children to be ready to learn they first need to feel safe, secure and welcome. With this in mind, she successfully prioritises children's well-being and sense of belonging when they first start in her care. Children get all the reassurance, cuddles and smiles they need to begin to trust the childminder and enjoy their time with her. The childminder ensures any assistants she works with offer the same level of support and kindness. This creates a very warm and welcoming environment, in which children settle very well and are soon ready and eager to learn.

The childminder designs a curriculum that meets children's learning needs very well. She is ambitious for all children and wants them to start school with a wide range of skills and lots of knowledge. She also wants them to be keen and inquisitive learners so they are well-placed to continue building on what they have learned in her care. She focuses well on children's social, physical and language skills. She also ensures that as children progress with these she introduces lots of opportunities for children to develop in other areas, such as with their mathematical, creative and literacy development. Children who have been in her care for a while show, through what they say and do, that they are learning very well.

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

- The childminder delivers learning experiences that help children remember long-term what they have been taught. She ensures children have plenty of opportunities to revisit activities and make links between different things that they do. For example, children regularly help tend vegetables in the garden. They are able to explain what they need to do in order to ensure their crops grow. Children confidently talk about the need to keep covering potato shoots with earth and the need to water them too. They are able to re-tell familiar stories because the childminder 'deep dives' regularly into key books with children.
- The childminder accurately identifies what individual children need to learn next and focuses her interactions well on supporting these specific aspects of learning. For example, she helps some younger children begin to cruise around furniture in preparation for independent learning, while focusing on self-help skills such as using cutlery with others. This approach helps ensure any gaps in knowledge or skills close. She ensures any assistants she works with support children's learning too. However, she does not fully ensure they have a precise understanding of children's individual learning needs, to enhance their interactions further.
- The childminder focuses well on ensuring children learn new words and are

confident to communicate their needs and share their knowledge. She models words clearly for younger children and enters into thoughtful back-and-forth conversations with older children. In addition, the high quality story times she delivers enhance children's developing language, as well as helping them understand how stories are structured and the different roles people play in writing and illustrating books.

- Children's care and emotional needs are met just as well as their learning needs. The childminder checks sleeping babies regularly. She chats and laughs with them as she changes nappies, using these times to further build attachments and relationships. Children regularly hear themselves referred to by reassuring terms of endearment, such as 'sweetie pops'. All of this good practice enhances children's well-being.
- Children behave well for their age. The childminder is an excellent role model. Through her interactions with children and others she shows children how to be polite, cheerful and helpful. Children learn from this approach and demonstrate they are developing into responsible and well-mannered young people.
- The childminder plans well to help children learn to keep themselves safe. Through memorable outings children learn about road safety. Children remember that things that grow in the wild may not always be safe to eat. They remember that a red sign often means danger. The childminder reads them books that help them learn what they should do if they ever felt unsafe when watching anything online.
- The childminder shows a strong commitment to her own professional development. She is very focused on ensuring children get a strong start to their learning journey. She makes effective use of webinars, training and her own research to develop her existing strong teaching skills further. For example, she has learned a new range of techniques to use when supporting children's language development.

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:

- share more information with any assistants they work with about children's individual next steps in learning, to enable them to focus more closely in their interactions on what children most need to learn next.

Setting details

Unique reference number	EY274762
Local authority	Buckinghamshire
Inspection number	10394800
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	0 to 11
Total number of places	12
Number of children on roll	18
Date of previous inspection	26 September 2019

Information about this early years setting

The childminder registered in 2003. She lives in Wooburn Green, High Wycombe. She offers care 7.30am to 6pm, Monday to Friday and regularly works with assistants. The childminder offers funded early education for children aged nine months and above.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents and children shared their views and the inspector took these into account.
- 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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