

Childminder report

Inspection date:

28 February 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children arrive excitedly at the childminder's home after school. They have a strong sense of belonging and know where to store their personal belongings. Children's ideas and interests are highly valued when planning activities. They settle quickly at activities of their choosing with their friends. For example, they enjoy art and craft activities where they create designs on cards. Children successfully build on their large physical skills, for instance, they dance and play ball games. Activities, such as threading beads to make bracelets, help children to increase their fine motor skills. Children have fun as they participate in a range of stimulating and exciting activities, and comment that they particularly enjoy playing with the dolls.

Children are very kind and caring towards their friends. They happily share resources and are polite and courteous. Older children are very sensitive towards younger children. For instance, they help them to participate confidently in a new card game. Children respond enthusiastically to individual praise and encouragement and are very proud of their achievements. Children learn about the importance of keeping safe. For example, they practise the emergency evacuation procedure, so they know what to do in the event of a fire.

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

- The professional childminder establishes very close relationships with parents and the staff at the school children attend. This helps her to complement the children's learning when they are in her care after school.
- Parents share necessary information to help the childminder to meet their child's individual needs. The childminder talks to parents about their child's routine and interests, to help plan the activities they thoroughly enjoy. Comments from parents reveal they are extremely pleased with the childminding service. They comment their children have fun and thoroughly enjoy attending after school.
- The highly motivated childminder places a strong focus on her professional development. For example, she attends a variety of training courses to keep up to date with current childcare issues. The childminder is keen to build on her current knowledge and understanding of children's mental health, to support them as and when the need arises.
- The childminder complements children's literacy skills. She ensures that they have time to read their school reading book. The childminder encourages them to sound out letters and she asks them to recall the story to check their understanding. Children are very relaxed and clearly enjoy this one-to-one time. In addition, they focus well as they play a word search game. Again, the childminder helps them to read the words they need to find by offering good support to help them succeed.

- Children have fun building on their understanding of mathematics. For instance, they play a variety of table-top games that involve counting, identifying shapes and naming colours.
- The childminder encourages children to learn about the world in which they live. She extends their appreciation of diversity and understanding of similarities and differences between people. For example, children join in festival celebrations, such as making chocolate nests for Easter and red envelopes for Chinese New Year. Children are enthused by what they see on the farmland around the childminder's home. They talk enthusiastically about the horses, seeing a calf being born, sheep shearing and recall bouncing on the bags of wool.
- The childminder helps children to adopt a healthy lifestyle. She encourages them to follow effective hygiene routines. The childminder talks with them about cleaning their teeth and the reasons for this. She provides healthy snacks and encourages children to be physically active.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to safeguard children and protect their welfare. She has a secure understanding of wider safeguarding issues. For instance, the importance of identifying and supporting children who may be at risk of harm from extreme behaviours and views. The childminder knows the correct procedure to follow should she have a concern about a child and what to do if there was an allegation. She places a very strong emphasis on the children's safety and well-being. The childminder gives explanations to help children learn to recognise and manage potential hazards. For instance, on the way from school, the children learn about road safety.

Setting details

Unique reference number	EY281219
Local authority	Buckinghamshire
Inspection number	10137036
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	5 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 January 2016

Information about this early years setting

The childminder registered in 2004 and she lives in Quainton, Buckinghamshire. She offers care Monday to Friday, from 7.30am to 9am and 3pm to 6pm, term time and occasional holidays. The childminder has a recognised childcare qualification at level 3.

Information about this inspection

Inspector
Kim Mundy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The childminder and inspector completed a learning walk to discuss how they ensure the premises are safe and suitable, and how the children's learning is complemented.
- Children told the inspector about their friends and what they like to do when they attend the childminder's setting after school.
- Parents shared their views about the setting with the inspector.

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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