

Childminder report

Inspection date: 14 July 2023

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 includes many exciting learning opportunities in the curriculum, which she identifies will build on children's experiences. For example, she knows that children mainly travel by car, and so each week she takes them on an outing on the bus. The childminder takes children to places, such as the library in the nearby city, to borrow books and to mix with a variety of different people. Children learn about the world around them and the childminder focuses learning around nature. She helps children to learn about planting and growing as they look after vegetables in the garden. Children have positive attitudes and they quickly become engrossed in play of their choosing. For instance, they organise blocks and then stack them one on top of another to make towers of different shapes.

Children learn to manage their own personal hygiene well from a young age. For example, before mealtimes, the childminder shows them how to wash their hands. The childminder talks to children about where to rub the soap in their hands. This helps children to learn essential skills for the future. Children learn to keep themselves safe. The childminder places great importance on teaching children about road safety. She shows children where to cross the road and they know that they press the button on the pedestrian crossing and wait until it is safe to cross.

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

- The childminder knows the children in her care really well. She finds out about children's interests and incorporates these into the curriculum. For instance, she recognises that children like to fill and empty containers and transport them around. She therefore fills the environment with different types of empty containers to promote opportunities for children to follow this interest.
- The childminder weaves mathematics into children's play effectively. For example, as children stack blocks, she encourages them to identify their colour and the shapes hidden in them. The childminder introduces children to positional language, such as 'next to' and 'on top of', as they balance the blocks on top of one another. Children go on to correctly use names for two-dimensional shapes, such as triangle and circle.
- The childminder has high expectations for children, such as in relation to her aims for their next steps in learning. However, on occasion, she does not follow up her expectations at routine times. For example, she says to children, 'Let's tidy up', but then does most of this for them. This is not fully effective at helping children to understand what is expected.
- The childminder establishes positive partnerships with parents. She works with them to support children through times of transition, such as learning to use the toilet. She provides feedback to them each day on children's achievements. Parents are very complimentary about the care the childminder provides. They

are particularly pleased with the support she gives to their children as they move on to school.

- Children benefit from close relationships that the childminder forms with staff at other settings that they attend. For instance, the childminder describes how she shares information with staff at the local pre-school. In the past, she has used a communication book, which went to and from her home and the pre-school to share information about children's personal care. This helped everyone involved in children's care to meet their needs.
- The childminder evaluates the quality of her practice well and reviews the play experiences she provides to the different children who attend. For example, she recently reflected that the youngest children who attend really enjoyed messy and sensory play. As a result, she has increased opportunities for this type of play indoors and outdoors.
- Children benefit from the childminder's positive attitude to enhancing her own knowledge and skills. For instance, the childminder frequently reads educational blogs, attends webinars and finds out about developments in practice. She enjoys this and uses what she has learned to further improve her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes relevant training to help ensure that her safeguarding knowledge is up to date. She is familiar with local safeguarding issues and is able to explain signs of abuse, such as relating to radical and extreme views and behaviours. The childminder knows how to report any potential concern about children and also knows how to seek advice in the event of any allegation. The childminder risk assesses well, such as by completing visual checks of her home and garden each day prior to use by children. She recognises the importance of establishing emergency evacuation procedures and she practises these with children so that they know what to do in the event of a fire.

What does the setting need to do to improve?

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

- strengthen the implementation of routines and help children to understand what is expected of them and why.

Setting details

Unique reference number	EY287356
Local authority	Buckinghamshire
Inspection number	10301690
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 January 2018

Information about this early years setting

The childminder registered in 2004 and lives in Winslow, Buckinghamshire. Her provision is open all year round, from 7.30am to 5.30pm from Monday to Friday. She accepts funding for the free provision of education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Lisa Dailey

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 provider and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of teaching and children's learning.
- The inspector spoke to parents and considered their views.

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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