

Childminder report

Inspection date: 16 December 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	Good
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What is it like to attend this early years setting?

The provision is good

The nurturing and supportive childminder creates a home-from-home setting for children. She builds affectionate bonds and gets to know children and their families well. The childminder combines her knowledge of children's interests, needs and abilities with information from parents. This helps her to plan an engaging and meaningful curriculum that supports children's good development, as well as preparing them well for their eventual move to school.

The childminder encourages children to take a lead in their own learning. Older children remain engrossed for extended periods of time when using a water pen to uncover pictures. They show fascination when the pictures are revealed and exclaim, 'I did it,' and, 'It's magic.' Younger children practise balancing items one on top of the other to make a tower. The childminder supports children to develop perseverance and resilience, particularly when they come across minor difficulties.

The childminder diligently supports each child to feel valued and included. She adapts activities and provides appropriate resources to suit the needs of older and younger children. For example, while older children draw with felt-tip pens, the childminder offers babies chunky crayons for better grip and control in mark making. Routines are well established. Children become familiar with these and love to take on roles of responsibility. They proudly tell new visitors about their duties. This supports children to behave well and develop a genuine sense of belonging.

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

- The childminder strives for continual improvement. She is reflective in her approach. The childminder identifies which aspects of her provision work well and which ones need further development. For instance, she has recently completed mathematics training. This has deepened her knowledge and helped her to support children's growing enthusiasm for early mathematical concepts, such as shape, size, measure and counting. The childminder assists children to understand that mathematics is all around them, in preparation for future life.
- The childminder promotes children's early literacy skills well. She reads and sings with them to extend their ever-increasing vocabulary. Additionally, she joins in children's imaginative games and models key words and phrases, such as when they use a banana as a pretend phone and practise back-and-forth conversations. The youngest children begin to use key words for toys that interest them, such as 'pan' when they place a saucepan on the 'hob' in their home corner. The childminder provides many opportunities for children to exercise their hands and fingers. For example, they peel and chop their fruit with child-safe knives at snack time. This strengthens their hand muscles and

coordination as they learn to write.

- On the whole, the childminder helps children learn in a sequenced way. She monitors their development closely and identifies their next steps in learning. The childminder implements the next steps when teaching and actively interacts with children as they play spontaneously. However, at times, her planning, organisation and delivery of group activities does not sufficiently build on children's existing knowledge and skills. In these situations, children's learning is not always fully maximised.
- Children are inquisitive and eager to ask questions to help them make sense of the world around them. This is supported well by the childminder, who encourages children to recall past experiences and talk about them. For instance, she has compiled photographs of outings in a book for each child. Children love to look at both their own and friends' books and point out the places of interest they visited. Children have fun comparing each other's photographs, talking about what is similar and different.
- The childminder offers children healthy snacks and encourages them to drink from their water bottles during the day. In addition, she reminds them to wash their hands before mealtimes. However, the childminder does not consistently use these everyday routines to enhance children's understanding of healthy lifestyles. For example, she does not talk to them about the different types of food they eat or give clear explanations about the importance of good hygiene practices.
- Partnerships with parents are effective. The childminder communicates with them on a daily basis through verbal conversations, newsletters and digital messages. This helps keep parents updated on their children's learning experiences and care routines. Parents celebrate 'wow moments' with their children by sharing the photographs the childminder sends them. This makes parents feel involved in their children's 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:

- plan, organise and deliver adult-led activities more effectively to continually build on what children already know and can do
- build on the opportunities to enhance children's understanding of the positive benefits of adopting a healthy lifestyle.

Setting details

Unique reference number	EY320926
Local authority	Buckinghamshire
Inspection number	10368364
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	6
Number of children on roll	6
Date of previous inspection	18 March 2019

Information about this early years setting

The childminder registered in 2006. She lives in Great Missenden, Buckinghamshire. The childminder holds a childcare qualification at level 3. She offers care from 7am to 6pm, Monday to Friday, all year round. The childminder provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on the children's learning.
- The childminder and the inspector carried out a joint observation of a group activity.
- 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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