

Childminder report

Inspection date: 12 March 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 childminder provides a warm and welcoming environment for children. Children confidently welcome visitors and demonstrate that they feel safe and secure. Babies that have very recently started are well cared for and very content. They happily play alongside the other children and enjoy cuddles from the childminder when they need reassurance.

Children are motivated to explore the well-planned environment. The childminder makes her home safe in relation to children's ages and stages of development. Interesting resources are stored on low-level shelving or presented invitingly on the floor. This enables children to make their own choices and select toys independently.

Children have opportunities to develop their fine motor skills as they roll and manipulate play dough. They chat joyfully with the childminder about what they are making, such as 'worms' and excitedly count them as they appear from the machine. They identify the colours they are using and the shapes they make from the cutters. The childminder promotes children's communication and language well. She joins children's play and offers a narrative of what they are doing. The childminder models language through repetition and consistently uses descriptive and mathematical language.

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

- The childminder has a good selection of toys and resources that she alternates in accordance with the children's interests. Children guide some of their play and learning by requesting equipment that may not be readily available to them. The childminder facilitates their ideas. She is very in tune with children's moods and knows when to introduce new activities and when to leave them focused on their chosen play.
- The childminder has developed effective professional partnerships with parents. Parents say their children are provided with 'exceptional care' and that they could not be happier with the service provided. They comment their children have learned good social skills and communication skills since attending and make good all-round progress. They comment on the friendly, accommodating, and flexible childminder. However, the childminder does not share enough information with parents regarding their children's learning so that this can be extended at home.
- Children understand the importance of good hygiene practices and are aware of the childminder's house rules and follow them well. Older children take care of their own personal needs with limited support from the childminder. Children ensure that they wash their hands after visiting the bathroom and before they

touch any food.

- Children learn to manage their own feelings and are respectful of others. The childminder helps children to learn about the needs of others, similarities and differences in the world and how they manage their own feelings and behaviour. Children join in with learning about festivals such as Chinese New Year, Eid, Christmas and Easter. Children learn to manage their own feelings and are respectful of others. For example, they take turns patiently and support each other as they play.
- The childminder uses her experience to provide children with a warm and welcoming environment, where they are made to feel valued and part of her family. She keeps abreast of changes and developments in the childcare sector, for example, through discussions with other registered providers and the internet. However, she does not focus her professional development on developing a more thorough knowledge of how to develop young children's learning and development. The childminder makes practical use of written guidance and her experience to aid her in planning what children need to learn next. However, she does not robustly identify children's next steps in learning and development to ensure that children reach their full potential.
- Children's creativity is supported. They have great fun singing along to familiar nursery rhymes. A wide variety of dressing-up props are available to enhance children's role play. Craft materials are easily accessible for children to explore and make marks. The childminder ensures children's names are written on their artwork, which is displayed within the home to create a sense of belonging.

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:

- identify more specific next steps for children's learning to target teaching and provide parents with more detailed information about their children's progress and how they can support and extend their learning at home
- strengthen the programme of professional development to deepen knowledge and skills to enhance children's education even further.

Setting details

Unique reference number	EY332693
Local authority	Buckinghamshire
Inspection number	10308199
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	28 March 2018

Information about this early years setting

The childminder registered in 2006 and lives in Chalfont St Giles, Buckinghamshire. She operates Monday to Friday from 7.30am to 6pm, during term time only. She is able to receive funding to provide early education to children aged two, three and four years.

Information about this inspection

Inspector

Chris Lamey

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 childminder and has taken that into account in her evaluation of the setting.
- The inspector spent time observing the quality of education and teaching.
- The inspector carried out a joint observation of an activity with the childminder.
- The childminder and the inspector completed a learning discussion together to understand how her provision is organised.
- The inspector took into account written views from parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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