

Childminder report

Inspection date: 19 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 childminder keeps children's emotional well-being and happiness at the heart of everything she does. Her warm and calm manner helps new children settle quickly. Well-established routines are in place. Children manage little tasks independently. Even the youngest children try hard to wash their hands before mealtimes, under the childminder's watchful eye. Children demonstrate a strong sense of achievement as they exclaim, 'I did it'. All children feel safe, secure and comfortable.

Children show immense enjoyment as they participate in activities that interest them. They happily play with the childminder or on their own. The childminder notices children's growing interests, such as their love for singing. She embraces this with enthusiasm and sings children's favourite songs with them. Through repetition, children learn actions to songs, such as when they lie down as 'sleeping bunnies', then jump up and hop about in line with the words. In this way, children become keen and confident learners, expand their vocabulary and develop good language skills.

Outdoor learning is a key focus of the childminder's curriculum. Children meet people from different walks of life when out and about, which supports their social skills. For example, the childminder organises regular visits to meet the elderly at a local care home. This benefits children's intergenerational learning and their awareness of diversity.

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

- The childminder provides an ambitious and varied curriculum. She works closely with a group of childminders and their children. This includes planning rich activities and outings together, which helps children learn about nature first-hand. For instance, they visit an eco garden where they sow seeds and observe them grow into fruits and vegetables. Children begin to understand that plants need water and light to thrive. This helps children make sense of the world around them.
- The childminder demonstrates a good understanding of how to develop children's communication and language skills. She uses simple words as labels and children repeat these. They are eager to learn names of toys they play with and readily hold up objects for the childminder to name. The childminder constantly narrates children's actions and key information during their play. In this way, children hear language in context and begin to apply new words to express themselves, such as when they say, 'look', to show the childminder something they are doing.
- Overall, the childminder has a secure understanding of teaching children new

skills in a step-by-step way, such as learning to take off and put on their own shoes. However, occasionally, she does not fully consider adapting activities to make them more accessible for younger children. For instance, the equipment provided for activities is sometimes too advanced for the younger ones, which means they do not fully benefit from the planned experiences in a purposeful way.

- Similarities and differences between people is celebrated with children. The childminder helps to raise awareness of children's own cultures and home languages. This helps them to feel valued and welcomed. The childminder supports children to learn about celebrations in the calendar year, such as Eid, Diwali and Christmas. Her resources and books reflect people of different skin tones, festivals and traditions. In this way, children begin to develop an understanding of the diverse world they live in.
- Children show growing levels of concentration and positive attitudes to learning. For example, they show a fascination of finding out how things work. They fiddle with different components of cause and effect toys and learn that their actions can make something happen. This helps to increase their commitment to investigate further. However, there are times when the childminder is too quick to intervene, interrupts children's play and shows them what to do. This does not support children to persevere, use their own ideas or build on their sense of achievement.
- The childminder is proactive in gaining the views of parents to help evaluate and improve her provision. She frequently meets up with fellow childminders and works in partnership to share updates, information, ideas and good practice. The childminder shares photographs of children's past experiences, with parents. These prompt children to recall previous adventures and strengthen their memory skills. This shows that partnerships with parents effectively support children's continuity in learning.

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:

- improve teaching further to recognise when to intervene in children's play without interrupting their thoughts and ideas
- plan and provide activities that are more age appropriate for younger children, allowing them to participate effectively and benefit fully.

Setting details

Unique reference number	EY358081
Local authority	Buckinghamshire
Inspection number	10367985
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 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	5 March 2019

Information about this early years setting

The childminder registered in 2008 and lives in Slough, Berkshire. She operates her service Monday to Thursday, from 8am to 4.30pm, all year round. The childminder is eligible to receive funding to provide free early education for children aged nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development and what she wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the childminder 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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