

Childminder report

Inspection date: 10 July 2025

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 prepares children for their next stage of learning well, through a rich curriculum. For example, children are taught independence skills to support them going to school. Children are encouraged and supported in taking their shoes on and off and some clothing when they use the water tray. In addition, they practise these skills as they dress dolls after bathing them. Children understand and follow routines to wash their hands before mealtimes and independently use the toilet.

Children have immense fun as the childminder supports their growing interests and sense of exploration. For instance, children have a great time playing outside squirting water from a hose. The childminder discusses whose water has gone the furthest and if they can see the rainbow, as the sun shines through the spray. Children eagerly run under the shower and say, 'it's raining', demonstrating enjoyment as they get wet and then dry in the warm sunshine. Younger children excitedly select homemade butterfly wings to wear made with coloured cellophane. They run in the sun watching as the colours reflect onto the grass, commenting that 'the sun is making pretty colours'.

The childminder is ambitious for every child to reach their full potential. The curriculum is individualised around what interests children and what they need to know next. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points.

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

- The childminder and any assistant she works with, keep their professional knowledge up to date and in line with any changes. The childminder identifies any required training to ensure that this remains relevant. The childminder has good links with other local childminders. She seeks out further training opportunities to ensure she continues to provide high-quality care and education
- The individual needs of children with SEND are fully understood by the childminder. She works closely with parents and any outside professionals, to ensure timely referrals are made and followed up. Targeted plans are implemented, so children promptly receive any additional support they need. This supports children with SEND to make good progress alongside their friends.
- The childminder naturally incorporates counting into children's play. For example, as children follow their interests and play with toy vehicles, she asks them to count how many cars they have and how many wheels there are. During outings, the childminder encourages children to notice numbers and words in print, such as on signs and number plates, helping to develop their number

recognition and early awareness of print in the environment.

- The childminder uses stories and rhymes to introduce children to new words to support their communication and language development. For example, children have great fun as they dance to music played on the smart speaker. They sing along to well-known rhymes and choose their favourite songs. However, at times, the childminder does not fully recognise opportunities to offer more challenge to extend children's knowledge and understanding further.
- The childminder builds strong relationships with parents. She asks parents about their child's abilities and interests. She uses this information, along with her own observations, to gain an understanding of each child's stage of development. Parents receive regular updates through messages and photos, keeping them informed and involved in their child's learning. Parents' written feedback describes the childminder as nurturing, and they feel the setting is like 'home-from-home'.
- Children develop an awareness of the importance of leading a healthy lifestyle. The childminder works closely with parents to ensure they provide a range of healthy snacks and lunches. They have access to a large, well-resourced garden to run around in the fresh air. The childminder helps children develop an awareness of the world around them. She takes them on regular outings that enrich their learning and offer meaningful real-life experiences. They visit parks and farms where they learn about how to care for animals and negotiate large play equipment. This helps support children's understanding of the world around them and develop their large muscles.

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:

- make better use of naturally arising opportunities to challenge children's thinking to consistently build on what they already know and can do.

Setting details

Unique reference number	EY380862
Local authority	Buckinghamshire
Inspection number	10398218
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 October 2019

Information about this early years setting

The childminder registered in 2008. She lives in Taplow, near Maidenhead, Berkshire. The childminder works Monday to Friday for most weeks of the year. She is registered to work with her daughter who is her assistant. The childminder holds an appropriate childcare qualification at level 6. The childminder provides government funded places for childcare.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and the childminder carried out a joint observation.
- Parents shared their written 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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