

Childminder report

Inspection date: 14 May 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's commitment to making children feel 'part of the family' shines through in the warmth of her interactions and the care and kindness she shows to children. Children receive lots of cuddles and smiles, and all the encouragement they need to keep trying and persevering as they learn new skills. This strong practice has a very positive impact on children's sense of safety and security, and also helps them develop the patience they need to be successful and independent learners.

The childminder has high aspirations for all children. She knows that with the right support and encouragement children can achieve a lot. She is very successful in helping children transition from 'babyhood' to 'childhood', with all the new opportunities that brings to begin to do more for themselves. She knows the children she looks after really well and clearly identifies what they need to learn next. These next steps in learning take account of what children already know and any gaps in their experiences. For example, she identifies when children would benefit from lots of time to explore and learn outside and where their self-help skills need to be encouraged. She plans and delivers activities and learning experiences that closely match these learning needs. Under the childminder's calm and encouraging guidance children make very good progress.

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

- The childminder consistently supports children's language development effectively. She helps children move from babble and 'baby talk' to using the correct words to describe what they see, want or can do. She understands the importance regular story times play in supporting children's communication skills. Children delight in curling up on the childminder's lap to look at favourite books together. These times equally help children learn to focus and listen; skills which are very useful for future learning.
- The childminder instinctively sequences children's learning very well. She understands that there are often lots of stages children need to go through before they can master new skills. For example, she understands that for some children who are anxious about getting messy paint play can be daunting. She carefully plans how to overcome these anxieties. For example, she offers paint in sealed bags to squish and move about. She then offers small amounts of paint and tools to use with it. Over time, children become more and more confident to explore this messy play, and are able to use their fingers and hands to make marks with it. This opens up new learning opportunities to them, as well as ensures they have lots of fun.
- Children behave very well under the consistent and clear guidance of the childminder. They are reminded about good manners, and encouraged to help

with simple tasks, such as tidying up. The childminder is a good role model. She speaks to children respectfully and thanks them when they are helpful. Through this approach children learn to be considerate and polite young people.

- The childminder places a high priority on keeping children safe. She supervises them closely at all times, including when they are eating or sleeping. Through outings and discussions she teaches children, in age-appropriate ways, how to keep themselves safe too. For example, she teaches children what they should do if someone they do not know approaches them in real life or online.
- Children develop an impressive set of independence skills from a young age. The childminder uses daily routines effectively to embed these. Children learn how to sit at a table for meals. They learn to chop fruit. When it is time to sleep children independently take off their shoes. They carefully place them side-by-side on the shoe rack.
- The childminder makes all children feel equally welcome. She values the different home experiences they bring with them. However, she is not planning and delivering a thought-out programme of learning that helps children learn about the diverse world in which they live. This means that children are not best prepared for life in modern Britain.
- Parent partnerships are exceptionally strong. The childminder gently, but firmly, helps parents navigate parenthood which has a positive impact on children's development and learning. She helps parents understand when their children are ready to do more things for themselves, and gives practical advice about how to encourage this. She supports parents as they transition children away from using a dummy, helping them understand why this is important for children's muscle and language development. Parents could not speak more highly of the childminder.

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 and deliver a wider range of experiences that help children learn well about the similarities and differences between themselves and others.

Setting details

Unique reference number	EY391402
Local authority	Buckinghamshire
Inspection number	10398355
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	2
Date of previous inspection	16 October 2019

Information about this early years setting

The childminder registered in 2009. She lives in High Wycombe, Buckinghamshire. The childminder offers childcare every weekday, from 7.30am to 6.30pm, all year round. She offers funded early education for children aged nine months and above.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- 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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