

Childminder report

Inspection date: 30 January 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

Young children thrive at this warm and welcoming childminder setting. Parents comment on how their children settle in quickly when they first start and show secure relationships with the childminder. Children are happy and show high levels of confidence. Children eagerly interact with the inspector and invite her to join in with their play. They learn to listen out for environmental sounds. For example, they identify a bird whistling and an aeroplane flying over. This supports their concentration skills for later learning.

Children follow the childminder's instructions very well and show that they have learned these skills through their actions. For example, when the childminder asks children to choose an activity, they excitedly select a sensory pasta resource that they eagerly set out. The childminder joins in with children's imaginary play well as they fill cupcake cases with pasta and 'bake' them in the pretend oven.

Children behave well, showing politeness by saying 'please' and 'thank you'. The childminder encourages children to tidy up toys before selecting new ones, fostering their sense of responsibility. Children enjoy plenty of regular exercise. They access the childminder's exciting and challenging equipment in her garden and going on daily walks to the woods, the library and on school runs. This supports children's physical exercise and the development of gross motor skills.

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

- The childminder finds out what children can already do when they start to attend. She uses this information and her own observations to identify what children need to learn next. The childminder has a good knowledge of each child's level of development and the skills they already have. She uses the information she gathers about children's all-round development to devise a clearly sequenced curriculum. This helps to close any potential emerging gaps in learning swiftly.
- The childminder teaches children mathematical skills. For instance, older children accurately work out the quantity of objects when one item is added or taken away. However, the childminder does not always recognise when children can already do the things she wants them to learn, in order to move them on to something new or more complex. Therefore, the curriculum for mathematics is not ambitious enough to extend some children's learning further.
- The childminder embeds children's routines well. She gets to know children and ensures that they receive plenty of attention. Children have trusting bonds with the childminder. They confidently express their feelings and assert their preferences for play. The childminder expertly divides her attention, so children receive plenty of individual support and encouragement. This ensures the

learning needs of children are met.

- The childminder provides a range of outings and experiences to support children's understanding of the community and the world around them. They attend community groups and interact with people of different ages and backgrounds. This helps children to develop an understanding of society and builds their confidence in social situations well.
- Parents are highly complimentary of the childminder and describe her setting as being like 'home-from-home'. They feel their children develop social skills, good language skills and healthy eating habits in her care. Parents report that there is a good two-way flow of communication between home and setting. Parent partnerships are strong.
- The childminder evaluates her provision effectively and is aware of where she needs to improve. She is aware that she has not placed a high enough priority on her own professional development. She keeps up to date with training, such as first aid, and has explored other professional development opportunities to raise her teaching to an even higher level.
- The childminder works well with other pre-schools that children attend. She talks to nursery staff about how children have been. She finds out what children are working on in nursery and provides opportunities to reinforce their learning further in her home. For instance, providers are working together to support children's independent toileting. This supports children to make good progress in their learning and 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:

- strengthen support for children's mathematical development to extend their learning further

Setting details

Unique reference number	EY392191
Local authority	Buckinghamshire
Inspection number	10367846
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 12
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 February 2019

Information about this early years setting

The childminder registered 2009. She lives in Aylesbury, Buckinghamshire. The childminder offers care from Monday to Thursday, 7.30am until 6pm, for most of the year. She holds a relevant qualification at level 3.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- The childminder took the inspector on a learning walk of her provision and explained her curriculum.
- The inspector took parents' written views into consideration.
- The inspector held a leadership discussion with the childminder.
- The inspector sampled a range of documents and children's records.
- The inspector observed interactions between the childminder and the children.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on children's learning.

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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