

Childminder report

Inspection date: 17 April 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

Children are very comfortable and familiar with the childminder's routines. This helps to develop children's confidence to explore further and to extend their play by using different resources. These are freely accessible and presented well, enabling children to develop their independence and curiosity. The childminder is very aware of children's home experiences and strives to provide social experiences. This helps to develop their understanding of how to play with and alongside others.

The childminder spends time getting to know children and their families, building positive relationships. Children learn to behave well. The childminder models what she expects of children and uses praise to help them understand when they behave well. For example, when older children help their younger friends, the childminder praises their kindness.

The childminder gathers information from parents when children first start and uses her observations of them to understand their interests and what they can do. This supports her to identify what children need to learn next and to plan appropriate activities and environments. The childminder plans visits to the local community to enhance the learning experiences she provides for children. For example, they visit farms to learn about animals, which builds on their current interests.

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

- The childminder has a secure understanding of how young children learn. She carefully assesses where children are in their learning and builds on what they already know and can do. For example, she develops children's literacy skills as they take part in drawing and making marks. She moves older children on by teaching them how to write the letters in their name and learn about sounds and the letters they represent. Children are well prepared for their next stage in learning and, when the time comes, for school.
- The childminder builds her curriculum around giving children experiences that they do not get elsewhere. Through this, she supports children's individual development, making sure they are progressing in all areas of learning. The childminder is skilled in her teaching to maximise learning opportunities. However, she is sometimes quick in her communications with children, not always giving them the time that they need to process and respond to questions and play interactions.
- The childminder skilfully weaves in important concepts throughout her interactions with children. For example, when children play with the small-world farm animals, the childminder uses mathematical language associated with size

and shape. She describes the animals' features and shares facts about what they like to eat and what baby animals are called. Children join in with sharing the things that they know too. This helps to build on children's confidence and understanding and embeds their knowledge further.

- Children enjoy listening to familiar stories, rhymes and songs. The childminder ensures that a range of books is available for children. She links stories to their current interests and the activities she plans. For example, after playing with a small-world farm and farm animals, the childminder reads a story about a baby animal looking for its mum. Children learn about emotions and about the feelings of others. The childminder sings to young children as she changes their nappies, which makes the time special.
- The childminder continues to focus on her professional development. She updates her knowledge through regular training as well as by working closely with other local childminders. She relishes opportunities to share practice and hold professional discussions with others. She completes training that extends her knowledge of changes to childminding that links to good practice. The childminder regularly evaluates her practice. For example, she asks parents for feedback and uses this to improve her service.
- The childminder uses various opportunities to support children's healthy lifestyles. Children take regular walks in the community and have daily outdoor play to exercise and build on their physical development. The childminder talks with parents about providing healthy lunches and ensures that children drink water at regular intervals. She encourages children to become more independent. For example, the childminder reminds children about the importance of washing their hands before eating, especially after playing in the garden.

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:

- provide more consistent support for children to process their thoughts and respond to questions to reinforce their learning.

Setting details

Unique reference number	EY393751
Local authority	Buckinghamshire
Inspection number	10335163
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 June 2018

Information about this early years setting

The childminder registered in 2009. She lives in Princes Risborough, Buckinghamshire. The childminder operates all year round, from Monday to Thursday. She holds an appropriate childcare qualification to level 3. The childminder is registered to provide funded early years education for two-, three- and four-year-old children.

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 provision.
- Written feedback from parents was reviewed by the inspector, who took account of their views.
- The inspector observed the interactions between the childminder and the children.
- The children interacted with the inspector during the inspection.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had 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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