

Childminder report

Inspection date: 13 March 2023

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 make good progress in the childminder's care and show that they are content and settled. They follow a curriculum that meets their needs and provides them with a range of interesting experiences. Children enjoy regular activities outside of the home which enhances their learning. For example, children go to music-and-movement groups and soft-play areas where they can test out their developing physical skills. The childminder organises children's day so that they know what to expect and have ample time to be active and to rest and sleep when needed.

Children are developing their communication and language skills. The childminder provides a calm environment and ensures that children can talk and be listened to. This helps to boost their motivation for talking. Children enjoy activities that help them to test out how to solve problems. For example, they build towers of bricks and balance coloured shapes on top of each other. This sustains their attention, and they spend considerable time repeating the activity until they master it. When they do, they are extremely pleased with their achievements.

Children behave well. The childminder helps children to understand about being kind and considerate towards others. They play together well and are beginning to share toys and resources without the need for encouragement.

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

- The childminder focuses on supporting children's communication and language skills. She recognises factors that could hinder children's language development and works effectively with parents to help children to grow into confident talkers. Throughout the day, the childminder talks to children, modelling words and introducing them to new words as they play. This effectively broadens their understanding.
- The childminder knows what she wants children to learn. The intent for her curriculum is informed by what she knows about children, for example after completing their progress check. She assesses children's progress effectively and understands what can influence their development, such as their family relationships and previous experiences. As a result, she builds on children's learning and can identify if they need any extra support.
- The childminder is aware of the detrimental effects of too much screen time on children's communication and language development and their emotional well-being. She successfully engages children to divert their interests when they persistently ask for devices. This is a successful strategy that works well. However, the childminder does not accompany the diversion with an explanation for children so that they can begin to make good choice for themselves.

- The childminder is very alert to ensuring children's safety and welfare when they are eating. She understands about healthy eating and how to help children to learn about what foods are good for them and their bodies. Children learn about how to care for their teeth as they practise brushing on dolls.
- The childminder effectively recognises when children are ready to take the next steps in their development. She has high expectations for what children can do and as a result, children make good progress in their independence skills. For example, they learn to drink from an open cup, sit at the table to eat and use cutlery at mealtimes from a young age. Using cutlery increases their dexterity and development of the small muscles in their hands. They practise eating fruit with their fork and cutting up food with their safety knife.
- Children listen to lively and exciting stories that engage their interest and ignite their love of books. The childminder uses lively pitch and tone in her voice and her enthusiasm fascinates children who concentrate intently on the story.
- The childminder completes compulsory training, such as first-aid and safeguarding refresher courses. However, she has not recently invested in enhancing her knowledge and skills to inject more enthusiasm and new ideas to further invigorate the curriculum she provides.
- The childminder knows children and families well and exchanges regular information with them via an online application. Children show their close relationships with the childminder and obvious affection they have for her. They are happy, content and eager learners who enjoy spending time with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates that she has a good understanding about the signs and symptoms that might indicate a child is at risk of harm. She is fully aware of how to report any concerns about children's welfare to local safeguarding partners. The childminder has clear policies and procedures in place that guide her work and thorough risk assessments. The childminder ensures that all areas of the home are safe and suitable for young children. Consequently, she organises her provision with children's safety and well-being as her priority.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop the curriculum to increase children's understanding about positive use of digital technology
- enhance knowledge and skills to inspire an even more exciting and ambitious curriculum for children.

Setting details

Unique reference number	EY399903
Local authority	Buckinghamshire
Inspection number	10281849
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 May 2018

Information about this early years setting

The childminder registered in 2009 and lives in Aylesbury. She operates all year round, from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- This inspection was prioritised following a risk assessment process.
- 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 provider and has taken that into account in their evaluation of the setting.
- The inspector completed a joint observation with the childminder. Throughout the inspection the inspector spoke with the childminder and children at suitable times.
- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and assessed the impact this has 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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