

Childminder report

Inspection date:

13 November 2019

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The childminder plans a wide range of activities, which she uses to engage children and motivate them to learn. Children choose from a superb range of sensory art and craft resources that ignite their imagination and creativity. Younger children count out plastic eyes and pom-poms, identifying colours and shapes as they play.

Children demonstrate they feel secure and happy in the care of the childminder. They especially enjoy being outside, where they have extensive opportunities for active play. The childminder closely supervises children, for instance when they use climbing frames and swings. Children quickly become self-reliant and need little support with these activities.

Children enjoy helping the childminder. For example, they readily volunteer to set the table for tea. The childminder uses these tasks as learning opportunities. She helps children to count out how many plates and cups they need. The childminder promotes children's independence. She gives them opportunities to do things for themselves. Children know they need to wash their hands before eating and are able to find their own belongings when they go home.

Children learn how to keep safe and be aware of risks as they walk home from school. Older children take on lead roles and support younger children to learn about road safety.

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

- The childminder ensures she keeps her knowledge and skills up to date. She completes mandatory training, including safeguarding and first aid. She identifies priorities for improvement and regularly looks for further ways to build on her environment and the experiences she offers.
- Children behave well. The childminder is a positive role model and has high expectations. She manages children's behaviour effectively and uses age-appropriate methods to help children develop their understanding of managing their own feelings and behaviour. The childminder explains the strategies she uses to support older children's behaviour. She encourages them to be kind and caring to one another, to play cooperatively and to share and take turns.
- The childminder asks children to complete simple tasks. For example, children put toys away before they get others out and they hand out plates, cups and cutlery before eating. This helps them to have a sense of responsibility.
- Parents praise the childminder very highly. They remark on her setting being like a 'home from home' and that they consider the childminder and her family as their extended family. One parent comments that 'the childminder quickly

identifies children's individual needs and supports them extremely well'. Regular newsletters enable parents to be fully aware of any forthcoming events.

- The childminder promotes children's understanding of a healthy lifestyle. Children enjoy fresh, home-made wholesome meals that are nutritionally well balanced.
- The childminder has forged very good partnerships with teachers at the local school. For instance, she shares valuable information in the morning regarding children's emotional well being, to enable teachers to support the children during the day. Teachers at the school respect the childminder's expertise and knowledge of the children, and they welcome her feedback.
- The experienced childminder describes clearly how her provision is organised, supported by a series of policies and procedures that she has implemented and developed over time. She talks about focusing on children's ongoing welfare by putting into place checks and risk assessments to ensure that hazards are minimised. For example, the childminder now uses a laminated register which she carries at all times to ensure she is aware of which children she is collecting from which class.
- The childminder is aware of how to implement the learning and development requirements of the early years foundation stage. She plans activities geared towards individual children's interests and stages of learning. She monitors and assesses early years children to support them to make progress, ensuring she shares information with parents and school. She ensures that any gaps in children's learning and development are swiftly identified and support is put in place at the earliest opportunity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently completed safeguarding training. She is fully aware of her responsibilities to protect children from harm and demonstrates a secure understanding of the signs and symptoms of abuse. The childminder is alert to wider safeguarding risks. She uses her safeguarding policies and procedures to keep children safe and protect their welfare. The childminder observes children and listens to what they say, to ensure any concerns are quickly identified and responded to.

Setting details

Unique reference number	EY402605
Local authority	Buckinghamshire
Inspection number	10062017
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 11
Total number of places	6
Number of children on roll	20
Date of previous inspection	7 October 2015

Information about this early years setting

The childminder registered in 2009. She lives in Amersham, Buckinghamshire. The childminder operates her service for five days a week, from 7.30am until 9am and after school from 3.15pm until 5.30pm, during term time. She also offers care in the school holidays from 9am until 5.30pm. She holds a home-based childcare certificate at level 3.

Information about this inspection

Inspector

Chris Lamey

Inspection activities

- The inspector carried out a learning walk with the childminder and discussed the resources she provides to support children's learning.
- The inspector viewed a range of documentation, including policies and children's records.
- The inspector took into account written feedback from parents.
- The inspector spoke with the childminder about the organisation and planning of children's activities.
- The inspector looked at children's records and the policies and procedures, and checked evidence of the suitability of the childminder and other members of the household.

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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