

Childminder report

Inspection date: 5 November 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 enjoy learning and are thriving in the childminder's warm and attentive care. The curriculum the childminder provides focuses on what young children need to learn most. This gives them secure foundations for their future learning. The childminder ensures that children experience variety during their day, exploring local woodland and going on outings where they learn to play sociably with others. The childminder promotes children's communication and language development effectively. She reads and talks to them throughout the day. Her gentle, calm interactions encourage children to copy the new words that she introduces. The childminder explains and gives children examples, so they understand the meaning of words they begin to use. The childminder knows about child development and is alert if children's progress does not meet expectations. By working closely with parents, she supports children and focuses precisely on their next steps in learning. Early intervention when needed encourages children when they need extra support.

The childminder has a good understanding about how to support children's behaviour and applies a generally consistent approach. She encourages ways for children to manage their strong emotions, such as stomping their feet. This helps them to regulate their feelings. Young children demonstrate that they feel content and settle quickly in the childminder's care.

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

- The childminder's successful teaching is based on gentle, positive interactions and encourages children's confidence and desire to talk, play and learn. The curriculum is clear, and the childminder has detailed plans for what she wants children to learn. Consequently, she focuses on developing children's physical skills, specifically their movement, balance and coordination. She encourages children to learn about social conversation and use language to communicate and share ideas. The childminder ensures that children play together cooperatively and kindly.
- The childminder organises resources and activities that encourage children to take part and develop their balance and coordination. Young children steady themselves against the low-level tables to play with threading activities. They practise poking pipe cleaners into the small holes of a colander using precise movements and good concentration. This sustains their attention, and children spend considerable time taking part in this and similar activities.
- Children's learning is very well sequenced, meaning they build on ideas and develop their knowledge. The childminder's layering of learning helps to introduce children to ideas, such as Bonfire night. They explore this in depth through different well-chosen activities. For example, children watch a video of

fireworks then play with pipe cleaners that represent the different colours they have seen.

- The childminder shares information with other settings that children attend. However, she is yet to find ways of developing even more collaborative working relationships with them to ensure there is a united understanding of how best to meet children's individual needs.
- The childminder knows the children she cares for well. She is very aware of their individual health needs. This is evident during mealtimes, which are extremely well organised. She supervises young children closely when they eat and ensures any allergies are managed meticulously.
- Occasionally, children become restless during changes in the daily routine that require the childminder's attention. For example, at lunchtime, the childminder does not encourage children to engage in self-directed play and they find it difficult to amuse themselves for the short period when she is preparing meals.
- Children enjoy good access to outdoor learning. The childminder is aware of the benefits of physical activities for children's health. She takes them on outings in the local community, where they gain a sense of belonging and an understanding of the place and people where they live.
- The childminder completes regular training and works effectively with her local authority. This enables her to stay well-informed about matters that might affect her work with children. The childminder implements new learning from training to benefit children's care and education. The childminder has a good understanding about how to keep children safe in her care. She recognises the signs and symptoms that children might be at risk of harm and knows how to take decisive action to share any concerns with local safeguarding partners.

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:

- enhance relationships with other settings that children attend to help provide a more collaborative approach to supporting children and their behaviour
- encourage children to better adapt to changes in the routine where they need to wait for something to happen, such as before mealtimes.

Setting details

Unique reference number	EY405456
Local authority	Buckinghamshire
Inspection number	10367534
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	12 February 2019

Information about this early years setting

The childminder registered in 2010 and lives in the village of Wingrave. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers government funded places for children aged from nine months to four years.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector discussed the intent of the curriculum and observed its implementation during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and childminder carried out a joint observation. Throughout the inspection, the inspector spoke with the childminder and children at suitable times.
- The views of parents were obtained through written feedback.
- The inspector reviewed the required documentation, such as disclosure and barring service checks for the childminder and household members.

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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