

Childminder report

Inspection date: 16 March 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

Children thrive in the childminder's care. They are extremely happy and confident, and show that they feel emotionally secure. Children develop strong, trusting relationships with the childminder. Toddlers enjoy spending time with her. She recognises when they are hungry or tired and swiftly attends to their needs. Children play very well together. The childminder teaches younger children the importance of taking turns and sharing resources.

The childminder organises her environment effectively and ensures that children have daily access to fresh air and exercise. She keeps games and toys with small parts that might cause a choking hazard for youngsters safely stored in the playroom for older children. The childminder places toys and resources for the younger children in her living room and sets out different items each day to stimulate language development and curiosity. Activities are planned with children's interests in mind and are adapted to the differing ages of children.

The childminder has high expectations of children. She supports them well to learn good manners and to be helpful. This is demonstrated as children say 'please' and 'thank you' at mealtimes and independently tidy toys when they have finished with them. Children behave well. The childminder provides guidance and effective strategies to promote children's positive behaviour and well-being. For example, she has clear rules and boundaries and encourages children to consider how their behaviour may have an impact on others.

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

- The childminder has clear intentions for children's learning. She knows the children very well and uses her teaching skills and experience to guide their development. She is able to describe their individual needs and the progress they have made since being with her.
- The childminder focuses on the prime areas of learning for young children. She gives priority to the development of their social, communication and language skills to lay firm foundations for learning.
- Children select toys that interest them and bring them to the childminder, who provides the necessary words and encourages them to mimic her pronunciation. For example, she talks about a wooden pull-along 'butterfly' and models simple sentence construction to promote communication.
- Partnerships with parents are good. Some older children have been cared for by the childminder since they were babies. The childminder shares children's key achievements and individual care needs with parents to promote a consistent approach to children's development. She works hard to support parents through difficult times with their children.

- The childminder has forged strong links with the staff working in the local school, who help to support her in her work. However, she does not yet share information with the nursery that some children attend in order to enhance children's experiences and maintain continuity in their learning.
- The childminder ensures that children have a wide range of experiences to encourage them to be physically active. They regularly play in the garden and visit local parks and places of interest, such as local historic attractions. Children enjoy climbing the trees at a nature reserve. They fly kites and learn about the history of a famous family as they explore local caves. The childminder likes to instil a sense of adventure in the children by wrapping them up in suitable clothes and taking them for walks in the woods in all weathers.
- The childminder provides children with a range of healthy meals and snacks and uses these everyday routines to teach them the importance of following good hygiene practices, such as washing their hands before meals. Children understand why they need to eat healthy food and how it supports them to grow and have energy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear working knowledge about how to keep children safe. She confidently assesses any potential risks and follows her robust policies and procedures to ensure children's safety. She confidently identifies the signs and symptoms that may indicate a child is at risk of harm. The childminder is fully aware of her role and responsibility to safeguard children. She knows who to contact and the process to follow if she has concerns about a child's safety and welfare. The childminder keeps her knowledge up to date and completes regular safeguarding training.

What does the setting need to do to improve?

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

- explore ways to work in partnership with nurseries that children also attend to promote a two-way flow of information to support continuity in children's learning.

Setting details

Unique reference number	EY405676
Local authority	Buckinghamshire
Inspection number	10148868
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	2
Date of previous inspection	4 January 2017

Information about this early years setting

The childminder registered in 2010. She lives in Loudwater, Buckinghamshire. The childminder provides childcare all year round, including before and after school. She holds qualified teacher status.

Information about this inspection

Inspector

Susan Marriott

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the provider. This has included the effect these measures have had on the current attendance of the children.
- The inspector and the childminder talked about an activity together and completed a learning walk.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- During the inspection, the inspector held discussions with the childminder and interacted with children.
- A range of documentation was looked at, including children's learning diaries, training certificates and evidence of the suitability of adults living on the premises.

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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