

Childminder report

Inspection date: 10 September 2019

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

The provision is good

Children are happy and safe in the childminder's care. The childminder is a positive role model for children. She takes the time to help children understand their behaviour choices, such as by helping them to remember house rules. Children listen and respond to the childminder well and begin to have an understanding of what is right and wrong.

Children have positive attitudes to their learning and are imaginative in their play. They happily explore their environment and enjoy feeding and taking their 'babies' on a walk.

The childminder considers effectively the learning needs of the younger children that attend. She has high expectations and is currently focusing her curriculum on helping children to develop their emerging vocabulary and to use everyday words in their play, including number names and colours. However, at times, the childminder does not consistently maintain high levels of interactions with children to help her embed the curriculum intent in her practice.

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

- The childminder promotes children's understanding and respect of similarities and differences between themselves and others well. For instance, children learn about celebrations, such as Eid and Chinese New Year. They listen to stories from other cultures, find out about traditional clothing and taste foods from different countries.
- Children begin to learn about healthy eating during snack and mealtimes. The childminder helps them to recognise and name fruits and vegetables. She promotes the development of children's independence skills, such as by encouraging them to cut their fruit into smaller pieces. However, she does not fully promote these skills with younger children, such as when they wash their hands. The childminder does not make age-appropriate arrangements to help children reach the sink, to help her to teach them how to wash their hands. This does not successfully help children to begin to learn how to manage their own self-care.
- Children enjoy exploring and investigating during their play. For example, the childminder provides exciting opportunities for them to experiment with water. Children smile as they splash and swish their hands through water. They practise scooping and pouring water from one container to another and count sea animals one at a time as they place them into pots.
- The childminder ensures that children have regular opportunities to explore their local area. This helps to enhance the curriculum and give children meaningful real-life experiences. For instance, children visit the local canal. They learn about

different types of boats and water safety to enhance their learning topic of 'Water'.

- At times the childminder's interactions with children are not of a consistently high quality. For example, when children move away from planned activities to follow their own interests, the childminder does not fully consider how she can use these opportunities to help to implement her intended curriculum and develop children's language.
- The childminder has a positive attitude to improving her provision. For example, she establishes strong partnerships with parents and she seeks regular feedback from them regarding their satisfaction with her service. Parents are overwhelmingly positive about the care and education their children receive.
- The childminder actively seeks opportunities to raise the quality of her teaching. This is demonstrated when she attends training to help her better understand children's behaviour. The childminder uses the knowledge gained from this to help her positively manage children's behaviour and support parents. Children are very well behaved.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of child protection issues. She knows how to deal with concerns about children's welfare and is familiar with local safeguarding procedures for dealing with allegations against herself or a member of her household. The childminder understands the signs and symptoms that may indicate that children are at risk of harm, including from radical and extreme views.

What does the setting need to do to improve?

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

- improve routines to help teach younger children how to manage their self-care needs more effectively
- ensure that interactions with children are of a consistently high quality and help to deliver the intended curriculum.

Setting details

Unique reference number	EY410125
Local authority	Buckinghamshire
Inspection number	10108753
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	30 September 2014

Information about this early years setting

The childminder registered in 2010 and lives in Cheddington, Bedfordshire. She operates from 7.30am to 5.30pm for most of the year. She offers limited care in school holiday periods.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- The inspector went on a learning walk with the childminder.
- The inspector observed the children engaged in activities indoors and outdoors, and assessed the impact this has on their learning.
- The inspector observed the childminder's quality of teaching, and they jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector looked at evidence of suitability of the childminder and persons living in the household.
- The inspector considered the written views of parents provided on the day of the inspection.

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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