

Childminder report

Inspection date: 19 May 2025

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

The childminder understands that children need familiar routines to feel safe. She supports children to understand the difference between right and wrong. The childminder has high expectations of children's behaviour. She teaches children that making good choices is important. The childminder praises and encourages children, which helps them to develop feelings of security and confidence. Children behave very well.

The childminder thoughtfully arranges her home to offer children a curriculum and a rich variety of experiences that support them to make progress. She has a strong understanding of each child's needs and plans activities that build on their existing knowledge. The childminder actively seeks to expand children's interests and fosters a sense of curiosity and a love for learning.

Children confidently make choices and communicate to the childminder what they would like to do. This helps them to lead their own play and learning successfully. The childminder confidently follows what children want to do throughout the day. She knows the children well and recognises when they may need to rest. She supports their needs sensitively, encouraging children to cuddle up on the sofa with her for a story to take time out to relax.

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

- The childminder develops her understanding of how to successfully track and monitor children's progress. She uses appropriate processes to identify any gaps in children's learning. This helps her to plan relevant learning opportunities to build on what children know already. She completes required checks, such as checking children's progress in the prime areas, and shares this information with parents.
- Children learn to do things for themselves. The childminder provides children with safe knives to practice cutting fruit at snack time. She teaches children how to put on their coats and shoes, and children help to tidy up after play.
- Children have opportunities to develop their mathematical and physical skills. Children choose to play with sorting toys carefully catching 'worms' with magnetic sticks. The childminder successfully expands children's knowledge of number and colour recognition as she asks children to identify how many 'worms' they have caught and select colours into groups. Children spontaneously choose to complete floor puzzles and practise their spatial skills by successfully assembling puzzles together. They take great pride in their achievements as they showcase their completed puzzles to each other and the childminder.
- The childminder thoughtfully plans adult-led activities to help children gain important skills, such as developing strength in their hands in readiness for early

writing and recognising numbers from one to five. Children are eager to explore and investigate the resources. They use toy fishing rods to 'catch' fish in the water tray. They scream with delight as they manage to 'hook' them and count the number of fish they catch. The childminder successfully consolidates children's understanding of number to recognise the corresponding amounts to the written number.

- Overall, the childminder supports children's communication and language skills well. She engages in two-way conversations with older children. However, occasionally, the childminder does not consistently give younger children the opportunity to hear and repeat words and phrases correctly in response to her interactions.
- Children learn about being healthy as the childminder supports them to blow their noses and dispose of tissues hygienically. She encourages handwashing after outdoor play and before eating. The childminder helps children to understand about good oral hygiene as they introduce activities to show how to keep teeth healthy. However, the childminder does not enter into natural conversations about the food children are eating. She does not routinely talk about the benefits of healthy eating and what is good for their overall good health.
- Parent partnerships are strong. The childminder understands that working together with parents and carers is important for children. She diligently shares what children know and can do with families. This helps parents to support their children's learning at home. In addition, the childminder works closely with other provisions children attend to ensure any planned learning is not in conflict, to complement next learning steps.
- The childminder continues to develop her professional knowledge and keeps up to date with any changes within the early years industry. She is reflective about the provision on offer and researches areas of children's development to support the children she cares for. This supports her to identify any issues with children's development accurately.

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:

- focus more precisely on supporting younger children's communication and language skills
- promote children's understanding of healthy eating to improve their knowledge

and develop healthy habits.

Setting details

Unique reference number	EY410125
Local authority	Buckinghamshire
Inspection number	10394512
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 19
Total number of places	6
Number of children on roll	13
Date of previous inspection	10 September 2019

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. The childminder has a relevant childcare qualification at level 3. She provides government funded childcare for children from nine months to four years old.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- The childminder took the inspector on a learning walk of her provision and explained her curriculum.
- The inspector took parents' written views into consideration.
- The inspector held a leadership discussion with the childminder.
- The inspector sampled a range of documents and children's records.
- The inspector observed interactions between the childminder and children.
- The inspector observed the quality of the education being provided and assessed the impact that this was having 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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