

Childminder report

Inspection date: 7 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 has designed a dedicated play space for childminding, which is a cabin at the end of her garden. Children access a safe and secure space with accessible toys and resources to support independent choice. Children are happy and settled in this calm environment. They ask for cuddles and comfort from the childminder when they need it for emotional support, such as when there is a loud noise. The childminder follows children's own routines as far as possible, for example allowing for naps as needed. This helps children to feel secure in her care. Children receive lots of praise and encouragement to support their sense of achievement and promote their self-esteem. They smile and squeal with delight when they are successful at something, such as pulling plastic bricks apart.

The childminder plans basic activities for children to support their identified next steps in learning. She ensures these are fully inclusive and involve all children. The childminder takes account of children's interests when planning to help them engage and be interested in what she provides. Children show interest in the planned activities and concentrate for short periods. The childminder works hard to re-engage children with things she knows they like, such as animal sounds.

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

- The childminder has devised a very basic curriculum around what she wants children to learn. This focusses mainly on learning through play and following children's interests and lead. Her aim is for children to be ready for their next stage in learning and to be happy, confident and good communicators. However, the curriculum is not always precise or ambitious enough to ensure individual children make the best possible progress.
- The childminder knows the children in her care well. She has suitable arrangements in place to gather relevant information from parents when children first start. Based on her knowledge of child development, the childminder identifies basic next steps in learning for children. She works closely with parents to help children develop self-care skills, such as toilet training. She also works with parents if she has any concerns about development or emerging behaviours. This ensures continuity of care for children.
- The childminder has suitable methods in place for self-evaluation to help her reflect on where things are going well and where she needs to make improvements. She completes core training and does lots of research and reading to keep her own knowledge and skills up to date. The childminder recognises her own limitations and has made relevant adjustments to working patterns to ensure she is able to meet children's needs and consider her own health and well-being.
- Children's language and communication are developing well. The childminder

uses simple language and introduces new vocabulary to children. She ensures children access stories and songs daily to further support their language skills. She engages children in two-way conversations. However, at times, she asks children questions but does not give them sufficient time to process information and respond using their own words or gestures.

- Children behave well. The childminder supports them to share and take turns, for example when using the wobble board. She also encourages them to use good manners, saying 'please' and 'thank you' appropriately. Children are able to share their wants and needs either using words or gestures, for example when they want a snack. These interactions support children to develop essential life skills.
- The childminder weaves some basic number knowledge into her interactions with children. She supports them to learn basic colours through activities and her conversations with them. Children are beginning to use numbers spontaneously when they speak, such as talking about two chairs and two pots. This helps them to develop early mathematical knowledge.
- The childminder has appropriate arrangements in place to share daily and ongoing information with parents both verbally and digitally, such as about their children's well-being and learning. This enables parents to continue supporting children at home. Parents praise the nurturing, engaging and safe environment and the strong bond developed between the childminder and children.

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:

- refine the planning of the curriculum to focus more precisely on children's individual learning needs to help them make the best possible progress
- give children more time to process information and respond to questions using their own words or gestures.

Setting details

Unique reference number	EY416069
Local authority	Buckinghamshire
Inspection number	10380466
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	11 June 2019

Information about this early years setting

The childminder registered in 2010 and lives in Farnham Royal, Buckinghamshire. The childminder operates her service all year round, between 8am and 5pm, on a Wednesday and Thursday. The childminder provides government-funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Clare Perry

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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