

Childminder report

Inspection date: 10 May 2022

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 are confident and happy in a warm and nurturing environment. They form close relationships with the childminder. The children are excited to learn as they explore the variety of activities on offer. They make choices about what they would like to play and are familiar with the environment. The children build close friendships with each other and enjoy imaginative play together. For example, when playing in the pretend shop, they take turns to buy and sell fruit and count out their money to pay. The childminder provides a language-rich environment where children benefit from listening to favourite stories, songs and rhymes. Children's early literacy skills are nurtured through sharing familiar stories. They giggle as they look at words and funny pictures together. They predict what will happen next in the book.

Children enjoy a healthy range of snacks and meals and enjoy helping to prepare them and setting the table. Children learn valuable social skills as they sit together to eat and talk about their day. They talk about eating healthy foods at snack time, such as fruit and vegetables, and they discuss the importance of oral health and the effects of eating sugary food, such as cake. The children delight in learning mathematical concepts, such as counting and colours, through a range of activities. For example, they paint a 'hungry caterpillar' and explore the different colours they can paint it and what happens when they mix the colours. The children are well supported and make good progress in all areas of development.

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

- The childminder listens well to what the children are saying. She repeats and models language to the children, using meaningful questioning to develop their language. This helps to build the children's vocabulary. However, at times, the childminder provides answers too quickly. As a result, children do not always have the opportunity to think and respond.
- Parents speak highly of the childminder. They talk about how she has supported their child's learning and well-being over time. Parents talk about how quickly their children have settled and how they are well informed about how their child is doing. They appreciate the healthy snacks and meals the childminder provides and how their children have good table manners at home.
- The childminder has high expectations for children's behaviour. She responds positively to the children in her care. Children are polite and well mannered. The childminder nurtures this through interactions with the children.
- Children are settled and happy at the childminder's home. They are welcomed warmly when they first start. The childminder strives to develop positive relationships with the children and their families. She provides a warm and welcoming environment for the children.

- The childminder evaluates and reflects on her practice. She works closely with an early years specialist in the local authority to benefit her professional development. Children's development is further supported through the childminder's commitment to her continuous professional development.
- The childminder finds out children's stage of development when they first start. She shares information about children's development with the local pre-school, school and parents to support their learning outside of her setting. The childminder plans meticulously for the next steps for each individual child and adapts activities to meet the developmental goals for the children.
- Independence skills are supported well as children help to prepare healthy snacks. They wash and cut fruit for themselves and decide what fruit they want and how much. However, on occasion, the childminder is quick to help the children instead of giving them the opportunity to build on their independence skills further. For example, rather than asking a child to wipe their own nose, she wipes it for them.
- Children have various opportunities to build on their understanding of the wider community around them. For example, they enjoy songs and rhyme time at the library, stay-and-play sessions, and visits to local farms, parks and woodlands.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding and knowledge of her responsibility to protect and safeguard children. She documents risk assessments and shares these with parents and the children. She ensures that her home is secure and minimises risks and hazards. The childminder recognises possible signs and indicators of abuse. She has a clear procedure to follow to report any concerns about children's safety. The childminder works closely with the local authority in keeping up to date with safeguarding training, as well as current issues in the local authority that can affect children's welfare and safety. The childminder promotes how to keep children safe online in her home effectively.

What does the setting need to do to improve?

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

- provide further opportunities for children to build their personal independence skills
- allow more time for children to process and form their responses to questions asked.

Setting details

Unique reference number	EY419489
Local authority	Buckinghamshire
Inspection number	10228548
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	2 to 6
Total number of places	5
Number of children on roll	11
Date of previous inspection	21 October 2016

Information about this early years setting

The childminder registered in 2010 and lives in Stewkley, Buckinghamshire. She operates all year round from 7.45am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's learning goals for the children.
- Parents shared their views with inspector in writing.
- The inspector observed the quality of teaching across a range of activities provided for the children.
- The childminder and the inspector carried out a joint observation.
- The inspector and the childminder discussed leadership and management processes, including safeguarding arrangements.

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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