

Childminder report

Inspection date: 2 September 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 wants the best for the children in her care. She clearly identifies what each child most needs to learn next and tailors the curriculum to meet their particular needs. This enables her to give children the precise support they need to catch up with their peers and develop the skills they need to make the most of all the learning opportunities she offers. For example, the childminder clearly plans strategies and experiences that help children grow in confidence and to develop their speaking skills. She is highly successful at helping children share, wait for a turn and consider the needs of others. For example, when setting up activities she often puts out resources in ways that encourage children to ask each other to pass them items and to wait until other children have finished using them. Children behave well.

Children show high levels of well-being. The childminder successfully makes children feel that her home is 'their space'. Her smiles and good humour create a happy and purposeful atmosphere. Children understand the routines, know where things are and show delight when members of the childminder's household pop into the room for a quick chat with them. Children's sense of security is very evident.

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

- The childminder ensures her curriculum both meets children's specific next steps in learning and introduces them to new experiences, knowledge and skills. She does so in way that also harnesses well children's natural curiosity to learn. For example, when children show interest in birds that fly overhead, the childminder helps them identify them using their prior knowledge and pictures she has to hand. This sparks children's interest to find out even more about what they can see outside. This, in turn, boosts their confidence to keep exploring and learning. Children develop well into confident and inquisitive learners. They also develop real awe and wonder about the natural world.
- The childminder's support for children's language development is a real strength of her practice. When reading to children, she carefully selects books that will embed and extend children's current vocabulary. She adapts how she speaks with children to their current stage of development. For example, she uses single words with children who are just beginning to use speech to express their needs. She extends children's conversational skills with thought-provoking questions that encourage back-and-forth chat.
- The childminder carefully considers how best to teach children. She recognises that some skills need more direct teaching than others for children to learn effectively. For example, she plans adult-led activities to focus on skills, such as number recognition and cutting with scissors. Children show they learn well from

this approach. The childminder then ensures there are plenty of play-based experiences that enable children to practise what they have learned. This helps ensure children remember long-term what they have been taught.

- The childminder makes all children feel welcome and included. She helps children see themselves as unique and valuable individuals. However, she has not fully considered how to ensure children have a secure understanding of their own and other cultures, to best prepare them for life in modern Britain.
- The childminder keeps children safe. She minimises risks in her home, and supervises children closely at all times. However, she has not fully considered what children need to know so they have the understanding they need to keep themselves safe, including when using technology.
- Parents are full of praise for the childminder. The childminder builds very effectively on these warm partnerships. She ensures parents have all the information they need to continue children's learning at home. She works closely with parents to ensure there is consistency between her home and theirs when children need extra support or a focus on a specific aspect of their development.
- The childminder makes very good use of professional development opportunities to enhance her practice and, therefore, learning outcomes for children. She makes considered decisions about where to focus her own development, taking account of the needs of the children she looks after. For example, she has completed a qualification to enable her to safely offer children exciting experiences outside.

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:

- support children to learn more about their own and other cultures, to develop their understanding of the diverse world in which they live
- enhance opportunities for children to gain an age-appropriate understanding of their own personal safety, such as when using technology.

Setting details

Unique reference number	EY434200
Local authority	Buckinghamshire
Inspection number	10407450
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 January 2020

Information about this early years setting

The childminder registered in 2011. She lives in Haddenham, Buckinghamshire. She offers care all day, Monday to Thursday, all year round. She holds a relevant childcare qualification at level 3. The childminder offers funded early education for eligible children.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- 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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