

Childminder report

Inspection date: 6 September 2024

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 puts children at ease and is responsive to their needs. For instance, she provides flexibility in the daily routines as she notices from children's cues that they are feeling tired or need the toilet. She offers cuddles and reassurance using a soft tone of voice. This supports children's emotional well-being and helps them to feel valued. Children respond well to her warm approach and quickly settle back into their play. Children demonstrate that they feel safe and secure at the childminder's home. They are happy and have a warm and caring relationship with the childminder, who knows them very well. The childminder is a good role model for children. She promotes kindness and teaches children to take turns and share the resources available. As a result, children listen and behave well.

Children happily sing a range of well-known rhymes with actions and enjoy listening to stories. Children show a love of books and re-tell stories through pictures and prompts from the childminder. Children offer their ideas and suggestions as the childminder pauses for them to finish rhyming sentences. They identify sounds such as 'sss' for snake and are able to link stories to prior learning. For example, while reading the story, 'Room On The Broom', they recall how the witch invited other animals onto the broom. They scream with delight as they chase each other pretending to 'whoosh' on their brooms.

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

- The childminder follows individual children's needs and routines. For instance, children know to select a coloured carpet circle to sit on for singing time. The childminder ensures that good hygiene practices are in place and teaches children handwashing from an early age. Children are encouraged to eat independently, developing good eating routines. The childminder promotes good manners and reminds children of appropriate ways to behave. Children are aware of how germs may make them unwell. Children's well-being is central to the childminder's practice.
- The childminder knows her children's starting points, which she identifies with parents before children start, and plans detailed next steps in learning to support their progress. She has a very good awareness of how children learn and the sequence of development. Children's uniqueness is fully recognised. She plans activities and experiences appropriate for the children's age. For example, she expands the children's love of a familiar story by introducing home-made skittles for children to knock down with corresponding toys.
- The childminder provides plenty of opportunities for children to learn about the community in which they live. She provides children with a range of different experiences in the local community to teach them to understand the world. For

example, children visit zoos and parks as well as making regular visits to the museum in the city. This helps children develop an understanding of the world around them and the community they live in.

- The childminder incorporates opportunities for children to develop their mathematical awareness into daily activities. For example, they identify shapes as they freely draw circles and lines. Children count routinely as part of their play and they talk about size. This helps children to use mathematical language with an understanding of the concepts of number and size and provides children with the skills they will need to support future learning.
- Overall, the childminder is good at developing children's language and communication skills. The childminder uses simple sign language to support children with their early communication. Children demonstrate that they remember what has been learned, as they use these signs spontaneously during play and discussions. However, on occasion the childminder does not model the correct pronunciation of some words to further support children's emerging speech and language.
- The childminder has excellent relationships with parents and families. She provides detailed feedback at pick up times and keeps parents up to date throughout the day by sharing pictures and information regarding their children's care. The childminder informs parents of their children's progress and what they are learning next. The childminder provides consistent support to enable parents to complement their children's learning at home.
- The childminder reflects on her everyday practice and is keen to develop her skills further through access to professional development opportunities. The childminder is committed to raising the standard of her provision to an even higher level. She regularly attends training courses that positively impact the children in her care. For example, children with special educational needs and/or disabilities are provided with targeted support to enable them to access all learning.

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:

- strengthen skills to further support children's emerging speech and language by consistently modelling and pronouncing words correctly.

Setting details

Unique reference number	EY439078
Local authority	Buckinghamshire
Inspection number	10355138
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 November 2018

Information about this early years setting

The childminder registered in 2012. She offers care from 7.30am until 5pm, Monday to Friday, term time only. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- A joint observation was completed by the childminder and the inspector, indoors during a focused activity.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took parents' written reviews into account.

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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