

Childminder report

Inspection date: 29 April 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are extremely content, settled and happy. The childminder makes children feel very welcome in her home. She shows real delight in their company. There are lots of smiles and plenty of laughter. The childminder wants children to feel it is a 'home-from-home'. Children show that this is very much how they see it.

The childminder wants all children to achieve well. She monitors their progress closely. She promptly identifies if children may need extra support to reach their full potential. She focuses successfully on helping children catch up with their peers. She shows a strong understanding of how children learn and the importance of teaching new skills and knowledge in manageable steps. For example, when focusing on children's physical development, the childminder identifies all the different skills children need to climb a slide or walk confidently and independently. She then plans how she will teach these specific skills. Children learn very well from this approach and become very confident in their movements. The childminder is a very good role model. She is extremely polite and encouraging when talking to children, explaining what she is doing and asking them for help. From a very young age, children learn to help with simple tasks and to cooperate with requests. They behave very well for their age.

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

- The childminder's support for children's language development is a real strength of her practice. She gives a clear narration to children's play, using lots of interesting phrases to describe what they do. For example, she repeats 'splish, splash, splosh' as children delight in water play. She values all children's attempts to communicate. For example, when babies use gesture and sound to make their opinions known, she thanks them for sharing their ideas. All of this strong practice means that children learn the value of communicating and, over time, develop into confident communicators.
- As children play and explore, the childminder observes them closely, making accurate assessments about what they can do and what they need to learn next. This enables her to adjust activities to the differing needs of children and to focus her interactions well. For example, when children are enjoying water play, she knows to focus on the sensory experience with some children and to extend this to pouring and scooping with some others. This means that children's individual learning needs are being met.
- The way the childminder interacts with children has a very positive impact on their ability to focus and persevere. These are skills that will be very useful as they progress on their learning journey. When children show interest in simple puzzles, the childminder offers just the right amount of help to ensure that they succeed in fitting the pieces together. This encourages them to keep trying.

When children show interest in a ceramic egg, the childminder engages with them in ways that encourage them to explore its weight and how it feels.

- The childminder meets children's care needs as effectively as their learning needs. She uses nappy-changing times to talk and smile with children, promoting their emotional well-being alongside their physical comfort. She supervises them closely at mealtimes to keep them safe and, again, uses these times to build bonds and relationships.
- The childminder is very aware of the changing world in which children live, especially the increasing role that technology plays in people's lives. Through stories and activities she helps children navigate this world and gain an age-appropriate understanding of how to stay safe.
- The childminder makes all children feel equally valued. She marks their special days and introduces them to some experiences that represent cultures beyond their own. However, this aspect of the curriculum is not planned in a coherent way that fully helps children learn about the diverse world in which they live.
- Parents speak highly of the childminder and appreciate her support and advice. However, the childminder does not fully build on these warm relationships to clearly help parents extend children's learning further at home.
- The childminder is very committed to doing her job well. She seeks out professional development opportunities and reflects well on what she learns, using it to build further on her existing strong practice and knowledge. For example, she has developed an even stronger set of skills in supporting children's language development.

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:

- plan a more considered programme of experiences that fully help children learn about the similarities and differences between themselves and others to best prepare them for life in modern Britain
- provide parents with more focused help to continue children's learning at home, including fostering a love of books.

Setting details

Unique reference number	EY451681
Local authority	Buckinghamshire
Inspection number	10394460
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	6 September 2019

Information about this early years setting

The childminder registered in 2012. She lives in High Wycombe, Buckinghamshire. She offers care from 7.30am to 5.30pm, Tuesday to Friday, throughout the year. The childminder provides funded early education for children from the age of nine months.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder spoke with the inspector about their intentions for the children's learning.
- The inspector observed the interactions between the childminder and the children and evaluated the impact on the 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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