

Childminder report

Inspection date: 10 February 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

Children benefit from this warm and nurturing setting. As they arrive, children show they know and understand the routine as they remove their shoes and wash their hands. They demonstrate they feel safe and secure as they confidently explore the wide range of resources available to them. Information gathered from parents helps the childminder to plan for children's individual needs. The childminder has built strong bonds with the children, and they show affection towards her.

The childminder has high expectations for children's behaviour. She is a good role model and consistently reminds children about using good manners. Children listen to instructions from the childminder, respond positively and are very helpful. For example, they happily tidy up. The childminder encourages children to share, take turns and children are being supported to understand the feelings of others.

The childminder has constructed a curriculum to help children develop the skills they need for the future. The childminder recognises the skills children will need when they move onto the next stage of their learning and has a focus on supporting children to be independent and confident communicators. The childminder knows the children well and when they show they are tired she creates a cosy place for children where they listen to stories.

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

- The childminder uses information from parents and her observations and assessments of children to plan around their likes and interests. She plans a mix of adult-led and child-led activities. The childminder completes mandatory training and researches information to ensure she has current knowledge on changes to legislation.
- Overall, the childminder implements an engaging curriculum. This is designed to help each child make the progress they are capable of. However, the childminder does not consistently challenge children to enhance their learning further. For example, children show an interest in creative activities. The childminder plans a painting activity, but this is not extended to present the children with new challenges or extend their learning. This resulted in children moving on quickly.
- Children's communication and language is supported well. The childminder asks the children questions as they play, she gives them time to think and respond. During activities she introduces children to new words which they then repeat. For example, the childminder repeats the word 'squeeze' as the children skilfully squeeze paint from a tube. Children then repeat this as they have their turn.
- The childminder provides children with opportunities to be outdoors and physically active. Children regularly use climbing equipment and build new skills when visiting soft play. While indoors, children jump around and pop bubbles

blown by the childminder, they laugh as they balance to reach the bubbles.

- The childminder incorporates mathematics into children's everyday activities and routines. As children prepare their snack, they count how many breadsticks they have and talk about how the crackers have broken in half. The childminder then talks to the children about there now being two pieces. Children talk about their ages and the childminder encourages them to show her the number on their fingers. This means children are beginning to understand simple mathematics.
- Children learn to be independent. The childminder supports children to manage their personal care routines. Children show pride as they help to prepare the fruit for their snack. They learn about healthy foods and the childminder talks to children about the benefits of fruit and vegetables. She prepares healthy snacks and meals for the children and caters to their individual dietary needs.
- The childminder keeps children safe and ensures the premises are secure. She supervises children closely to ensure their safety. When out with the children, the childminder teaches them road safety. However, she has not yet considered how she can begin to help children learn about online safety in an age-appropriate way.
- The childminder takes children on walks to support their understanding of the local community. They learn about the differences between themselves and others and to respect each other's views. Children are gaining a good understanding of the world they live in.
- Parents praise the childminder for the care she provides for their children and the support they receive for transitions, such as, potty training. The childminder recognises the needs of the families and provides regular feedback to inform parents of their child's day and the progress they make.

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:

- create more opportunities to challenge children's thinking and encourage them to solve problems.
- develop the curriculum to ensure children have opportunities to learn how to stay safe online.

Setting details

Unique reference number	EY456884
Local authority	Buckinghamshire
Inspection number	10372236
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 April 2019

Information about this early years setting

The childminder registered in 2013. She lives in Amersham, Buckinghamshire. She offers care from 8am to 6pm, Monday to Friday and, occasionally, weekends and overnight care. The childminder provides funded places for two-, three- and four-year-olds.

Information about this inspection

Inspector

Nicky Butler

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between staff/the childminder and the children.
- Parents shared their 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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