

Childminder report

Inspection date: 5 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle quickly and are happy in the childminder's home. All children want to do things independently and express their own preferences. Children participate, concentrate and engage in activities well. Following the COVID-19 pandemic restrictions, some children have felt anxious in new social situations. The childminder has made sure that they experience new situations frequently. For instance, children attend playgroups and go on numerous outings to help build their confidence around unfamiliar people. Children take part in a broad variety of stimulating experiences. For example, they carefully balance cotton reels on top of each other to create their own structures. This supports their small-muscle skills. Children play organised games with the childminder where they learn to wait for their turn.

Children respond well to the childminder's clear boundaries and their behaviour is good. She is a positive role model to children and has a kind and warm approach. Children feel safe and secure and have high levels of self-esteem. The childminder sensitively acknowledges when children are upset and helps them to manage these feelings. Younger children begin to understand that they should share toys and equipment. This helps children to learn skills in readiness for their next stage of learning, including starting school.

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

- Children enjoy a range of interesting activities that support their learning effectively. The childminder uses her skills and knowledge to identify what children need to learn next. For example, she helps children to improve their accuracy as they throw balls. She plans a wide range of activities, indoors and outdoors, that encourage children to explore and build on their existing knowledge. The childminder provides children with a range of freely accessible toys and resources.
- The childminder builds effective partnerships with parents to support children's care and learning. Parents say that their children love coming to the childminder's house and enjoy the range of games and activities provided. The childminder collects information from parents when their children first start at the setting. For example, she finds out about children's interests, current levels of development and their routines. She offers parents feedback about their children's progress and seeks their views on the quality of her service.
- The childminder places a high priority on developing children's communication and language skills. Children speak confidently in sentences and ask appropriate questions. The childminder introduces new words as children play and encourages them to listen carefully to the pronunciation. For example, she highlights the word 'aubergine' as they play a word memory game.

- The childminder provides good opportunities for children to develop their interests. For example, when children play with a bucketful of balls, she challenges them to use the bucket as a target. They are delighted when they succeed in getting the balls into the bucket.
- The childminder teaches children good early mathematical skills. For example, she reinforces children's number skills as they count when they thread shapes and build with cotton reels. Children enjoy drawing and begin to use scissors to make patterns in paper. This helps to develop their small-muscle skills.
- Children benefit from a range of learning opportunities in the local area and wider community. They have regular opportunities to socialise with other children and adults, which helps to support their social development well. Children are developing a strong sense of themselves and they learn about the differences between the people in their communities.
- The childminder promotes children's good health and follows good hygiene practices. Children develop an awareness of hygiene routines from an early age. They learn to wash their hands independently. The childminder provides nutritious snacks and lunches. Children benefit from being physically active every day in the large outdoor space and on various outings.
- The childminder reflects on her practice and continues to build on her knowledge and skills. For example, she has completed training to identify and support children's language development. However, she does not have a precise enough focus on her strengths and areas for further development to drive improvement at the highest level. For example, she does not always use everyday activities well to extend children's understanding of mathematics.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and child protection. She ensures that her knowledge is up to date by attending regular training. The childminder understands wider aspects of safeguarding. She can talk with confidence about what she would do in a range of scenarios. The childminder has a thorough understanding of local safeguarding procedures. She knows the relevant agencies to refer any concerns in order to protect children from harm. The childminder prioritises children's safety. She checks all parts of her home, toys and resources to ensure that they are free from hazards.

What does the setting need to do to improve?

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

- develop a more effective self-evaluation process to precisely identify areas for improvement and drive practice to an even higher level, particularly in relation to the teaching of mathematics.

Setting details

Unique reference number	116380
Local authority	Buckinghamshire
Inspection number	10228182
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 January 2017

Information about this early years setting

The childminder registered in 1993 and lives in High Wycombe, Buckinghamshire. She operates all year round from 8am to 5.30pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Robertson

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 around the areas of the childminder's home used for childminding.
- The inspector held a number of discussions with the childminder throughout the inspection.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- The inspector and the childminder discussed a joint evaluation of an activity.
- The inspector observed the quality of teaching during activities, indoors and outside, and assessed the impact this has on children's learning.
- During the inspection, the inspector spoke to and interacted with the children. The inspector took account of the views of parents through written and verbal feedback.

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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