

Childminder report

Inspection date: 4 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder has taken positive steps to improve her practice since the last inspection. The curriculum is more coherent and aimed to build on children's individual learning needs. For example, to develop a child's pincer grasp, the childminder places tongs in a tray of rice and lentils. Children are confident and curious learners and spend a considerable amount of time scooping, pouring and filling containers with the rice and lentils. They explore their environment with confidence and are keen to take part in the range of activities that the childminder provides for them.

The childminder also supports and manages children's behaviour well. She recognises when children need to let off steam and offers them plenty of opportunities to run in the garden and benefit from the fresh air. Children develop their physical skills as they ride on wheeled toys and kick footballs into the goal. Children are kind to each other and show care and consideration. For example, when one child loses their ball, their friend finds it and returns it to them. Children also enjoy daily activities within the local community with trips to local parks, toddler groups and to the library.

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

- The childminder is keen to provide a good provision for children and their families. She has taken action to improve her practice following the last inspection. For example, the childminder has undertaken a number of training courses and considered the impact of these on her practice. The childminder confidently talks about the importance of repetition to consolidate children's learning and mathematical concepts she has learned, such as subitising.
- The childminder knows the children in her care well. She monitors their progress carefully and plans activities and experiences to support their next steps in learning. However, the childminder does not always consider opportunities as they arise during activities or children's self-chosen play to extend children's learning and skills further. At times, for example, the childminder counts for the children or identifies colours, without encouraging them to do this themselves.
- The childminder is a good role model and encourages manners, such as please and thank you. Minor disputes such as sharing are handled well. The childminder firmly but sensitively explains to children that they must wait until their friend has finished playing with a toy before they can have their turn.
- Good attention is paid to health and hygiene at this childminder's setting. Children help to cut up their own fruit to eat with pancakes for snack. The childminder talks to children about why they should not share the food they have handled. She also explains why too much sugar is not good for their teeth. Children enjoy learning how to move their safety knives back and forth to cut up

the fruit. The childminder also reinforces safe eating habits as she encourages children to finish eating before talking.

- Children thoroughly enjoy spending time outside. They become engrossed in digging in the sand pit and then extend their play to the childminder's vegetable patch. The childminder readily accommodates this, showing the children how they can help to dig out the weeds. When the children find a worm, the childminder models awe and wonder. She encourages the children to take a closer look but explains that they should look after it and put it back because worms do not like being in the sun.
- Parents feel that their children have made good progress at the childminder's setting. The childminder gives parents good information about their children's day and regular updates on their developmental progress. The childminder has also developed close partnerships with other settings that children attend. This helps to provide consistency in children's care and 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 teaching during activities and children's self-chosen play to extend their learning.

Setting details

Unique reference number	116506
Local authority	Buckinghamshire
Inspection number	10354470
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	23 May 2024

Information about this early years setting

The childminder registered in 2000. She lives in Beaconsfield, Buckinghamshire and operates her provision for most of the year on Mondays, Tuesdays and Thursdays, from 8am to 5.30pm, and on Wednesdays from 3pm to 5.30pm. The childminder also works every other Friday, from 8.30am to 12.30pm. The childminder provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Nicky Hill

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 quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at written feedback provided by parents and took account of their views.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025