

Childminder report

Inspection date: 20 June 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

Children show good social skills, independence and confidence at the childminder's inviting home. The childminder and her assistant plan a broad curriculum that enhances children's experiences well. They provide purposeful interactions with children, encouraging meaningful discussions. In this way, children hear new vocabulary in context. Older children then apply these words readily. For example, they describe a 'soggy brush' and 'soaking wet clothes' when they take part in water play. The childminder and her assistant support children to pronounce and repeat back words they are unfamiliar with, such as 'red kite' when naming birds they see flying above them. This shows that the childminder and her assistant help children to become competent communicators.

The childminder and her assistant show high expectations for children's good behaviour. They establish routines and boundaries to help children learn what is expected of them. The childminder and her assistant effectively support children to solve minor disputes as they play with others, such as by helping them to explain how they feel when these disagreements happen. At these times, children quickly acknowledge their friend's feelings and invite them to join in their play. This helps to create a calm and respectful atmosphere.

Children love to exercise and be active in the childminder's garden. The childminder supports children to recognise and understand their own capabilities. Children practise and develop controlled physical movements. For instance, they jump in puddles making huge splashes, climb with increasing confidence when they go up steps of the slide and try hard to balance on their bicycles.

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

- The childminder and her assistant create a varied, enriching and ambitious curriculum for all children. They know children well and carefully plan activities based on their interests, which children love to explore. The childminder helps to deepen children's knowledge and increase their curiosity. For instance, children are interested in bees. The childminder sets up art and craft activities for children to learn about the features of bees, such as the pattern across the body. She cleverly moves onto expanding children's understanding further by introducing 'ten fun facts about bees' to children and their parents. Children, enthusiastically recall several facts about bees, such as they make honey in hives. This shows how eager children are to learn about nature and living things.
- The childminder and her assistant promote children's self-care skills well, such as when children use the toilet independently and wash their hands afterwards. They provide healthy meals for children. The childminder and her assistant encourage children to learn other routines, such as tidying away their toys once

they finish playing, putting on their own sunhats when playing outdoors in the sunny weather and remembering to take drinks of water to stay hydrated. In this way, children learn how to adopt healthy lifestyles.

- The childminder and her assistant use their accurate knowledge of each child's development to help them make good progress. For example, children explain that they do not like the cobwebs on the ride on cars. The childminder and assistant encourage them to examine the cobwebs and show children how to use a hand brush to wipe them away. These children feel braver and later voluntarily use the hand brush on another toy. However, on occasions, children's learning experiences are heavily adult-led, particularly when they play and explore independently. During these times, the childminder does not always consider children to use their own knowledge and skills to experiment and solve problems. This does not promote children's ability to think for themselves and follow their own ideas to help their independent attitudes to learning.
- The childminder and her assistant attend mandatory training, such as keeping their safeguarding knowledge up to date through online training and further research. However, the childminder's arrangements for monitoring her own and her assistant's practice do not always help her identify the most relevant areas for development to benefit children even more. Occasionally, professional development opportunities are not precisely targeted to help continually improve the provision, which leads to minor inconsistencies in practice.
- Parent partnership is strong. The childminder and her assistant share verbal and written communication with parents. This helps to keep parents informed of their children's busy day at the childminder's home, as well as their unique learning journeys. Parents compliment the individual approach the childminder follows for each child. They value their good working relationship with the childminder to develop children's care needs, such as encouraging them to try new foods and learning to use the toilet themselves.

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:

- provide consistent opportunities for children to think for themselves and follow through their own ideas in play to help them develop their critical thinking skills further
- strengthen arrangements for monitoring practice to more precisely target any areas for development.

Setting details

Unique reference number	116564
Local authority	Buckinghamshire
Inspection number	10346916
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	12
Number of children on roll	16
Date of previous inspection	29 August 2018

Information about this early years setting

The childminder registered in 1994. She lives in Stokenchurch, High Wycombe, Buckinghamshire. She works Monday to Thursday from 7.30am to 6pm, all year round. The childminder holds a relevant childcare qualification at level 3 and works with an assistant who holds a relevant childcare qualification at level 2. She is eligible for funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum they provide.
- 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 carried out a joint observation of an activity with the childminder.
- Parents shared their written views of the education and care their children receive.
- 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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