

Childminder report

Inspection date:

13 October 2021

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children feel happy and safe in the childminder's care. They benefit from meeting the childminder, before they start attending before and after school. This helps them to become familiar with her and her home-from-home environment.

Children are greeted with warm smiles from the childminder each day when they finish school. They settle quickly and are eager to play. Children refer to the childminder affectionately, saying that she is 'cuddly' and 'amazing at cooking'.

Children behave well. They use lovely manners and are kind towards each other. Older children are considerate towards their younger peers, recognising when they may need help with their activities and saying, 'Can I help you?'. Children listen and respond very well, such as to instructions to clear away after snack time.

Children benefit from a range of enjoyable activities, which the childminder plans to complement what they are learning at school. For example, children develop their physical skills. They hold beads carefully and thread them onto string, with control, to make bracelets. Older children enthusiastically talk to visitors about their activities. They proudly show their creations. These include puppets, mobiles and pumpkin crafts.

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

- The childminder develops positive partnerships with professionals at other settings that children attend. For example, at school collection, she talks to teachers about children's day and exchanges any important information to pass on to parents.
- The childminder actively seeks information about what the children are learning at school. For example, she regularly reads year group newsletters on the school website. This helps her to plan relevant and interesting activities for children, to support the skills they are learning at school. For instance, children enjoy a variety of craft activities. They learn to use tools such as scissors. The childminder talks to children about how to hold and operate scissors. This helps them to use them confidently and safely. The childminder recognises she could further develop this by weaving mathematical concepts, such as number, colour and pattern, into children's activities.
- The childminder supports children's behaviour effectively. For example, she explains rules to children reinforcing her high expectations. She helps children who may find it tricky to manage their behaviour. She demonstrates this by giving children choices and providing plenty of praise when they do the right thing.

- Children enjoy their time with the childminder. They develop strong relationships with other children who attend. For example, they enjoy playing outdoors, using their imaginations to create and play games together. Children benefit from sociable snack times. They talk to the childminder and their friends about their day and about topics of interest, such as football.
- The childminder provides opportunities for children to be independent and learn to manage risks. During routine times, such as snack time, children learn to select cutlery and carry it safely to the table. They help to serve drinks, learning how to recognise and operate the hot and cold taps safely.
- Children develop an awareness of cultures and traditions. For example, they learn about celebrations in the calendar year and they enjoy tasting food from other cultures. Children use a wide range of books to find out about people from different places around the world. This helps them to understand similarities and differences between themselves and others.
- The childminder has robust procedures in place to keep children safe in her setting. For example, she considers and minimises risks to children when walking home from school effectively. She has set procedures for walking on paths and crossing roads. Children follow these procedures very well and have good road safety awareness.
- The childminder has a positive attitude to improving her practice. She reflects on the success of her planned activities each day, identifying how she can improve them next time. For instance, she has adapted after-school routines to enable children to complete activities when they choose to, rather than all at one time. Children enjoy this flexibility.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her child protection responsibilities. She undertakes training to help to ensure that her safeguarding knowledge is secure. For example, the childminder is able to describe signs and symptoms of abuse, including those of radical and extreme views or behaviours. She is familiar with local safeguarding partnership procedures, should she have a concern about children's welfare. The childminder has adapted her health and safety procedures in relation to the COVID-19 (coronavirus) pandemic. This helps to keep children safe. She considers and manages risks associated with the family pets well.

Setting details

Unique reference number	140733
Local authority	Buckinghamshire
Inspection number	10060306
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	3 to 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	24 June 2015

Information about this early years setting

The childminder registered in 2001. She lives in Aylesbury, Buckinghamshire. She offers out of school care from 7am to 9am and from 3pm to 5.30pm each day, term time only. The childminder holds an appropriate qualification.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider 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.
- Children told the inspector about their friends and what they like to do when they are at the childminder's home.
- The inspector carried out a joint observation of a craft activity with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.

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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