

# Childminder report

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Inspection date: 5 February 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder offers children a home-from-home environment where they are consistently immersed in play. She is incredibly warm, caring and sensitive in her interactions with children. The childminder gives children her undivided attention when they play. She is a positive role model with high expectations of children's behaviour. Children listen to the childminder well and happily follow her instructions. For instance, young children help to tidy their toys away before moving on to their next chosen activity.

Children enjoy activities that help them learn about different shapes. They show prior learning as they explain which shape is a triangle and a circle. The childminder supports children's mathematical development well. She encourages them to count and use mathematical vocabulary, such as bigger and smaller. This helps children to confidently categorise items by size.

Children benefit from a wide range of opportunities to be physically active. For instance, the childminder takes children on walks to local parks and woodlands. She talks to them about the different birds and trees that they see. This helps children to learn about the world around them. In addition, children take part in rich and varied learning experiences. They enjoy sharing new stories they have chosen from the local library. Children go on regular outings to playgroups and a soft-play facility, where they develop confidence as they interact with new children and learn about various cultures.

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

- The childminder provides a running commentary on children's play and introduces new language to them to enhance their vocabulary development. She repeats words back to children so they hear the correct pronunciation. However, on some occasions, the childminder does not give children enough time to respond to questions, to think critically and solve problems for themselves. This does not always enhance their understanding of the flow of conversations and extend their speaking skills even further.
- The childminder's familiar routines helps young children to know what is happening next. Overall, she supports children to develop their independence. For example, they wash their hands before mealtimes and feed themselves. However, at times, opportunities to help children build on their independence are not consistently encouraged. For instance, the childminder does not use opportunities for children to make informed choices as they play, including building their own towers from bricks and opening crisp packets at lunch time.
- The childminder understands that it is important for children to learn about healthy foods. She supports parents to provide nutritious choices in their

children's lunchboxes. The childminder teaches children about foods that are good for them such as, yoghurt and fruit. Children are aware they need to eat their savoury food before their sweet choices and to regularly brush their teeth. This helps to promote children's physical health.

- The childminder has a clear intent for the ambitious curriculum she provides. She uses her assessments of children's development to inform a sequenced curriculum that precisely identifies what children need to learn next, including children with special educational needs and/or disabilities. This helps all children to make good progress. Consequently, all children are well prepared for their next stage in learning, including their eventual move on to school.
- The childminder is reflective of her practice. She regularly pursues professional development opportunities to help keep her knowledge and skills up to date. The childminder ensures that these opportunities link closely to the needs of children in her care. For example, she has recently researched developing her knowledge and understanding of how to support children who, may be on the autistic spectrum.
- The childminder builds strong partnerships with parents from the start, gathering detailed information to help children settle quickly. She uses this information to help her plan for their learning from the beginning. Parents appreciate the personally tailored and flexible settling-in procedures which, the childminder provides. In addition, the childminder regularly shares information with parents and offers them ideas of how to continue their children's learning at home. For instance, parents enjoy hearing what stories and songs their children enjoy and which activities they can introduce at home to complement their children's 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 the use of effective questioning skills to give children more time to think and respond to questions and enable them to share their thoughts and ideas
- explore ways for children to develop their independence even further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 140741                                                                            |
| <b>Local authority</b>                             | Buckinghamshire                                                                   |
| <b>Inspection number</b>                           | 10368490                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 22 March 2019                                                                     |

## Information about this early years setting

The childminder registered in 1994 and lives on the outskirts of Aylesbury, Buckinghamshire. She operates from 7.30am to 6pm, Monday to Thursday all year round. The childminder holds a relevant qualification at level 3.

## Information about this inspection

**Inspector**  
Chris Lamey

### Inspection activities

- The childminder took the inspector on a learning walk of her provision and explained her curriculum.
- The inspector took parents' written views into consideration.
- The inspector held a leadership discussion with the childminder.
- The inspector sampled a range of documents and children's records.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on children's learning.

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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