

Childminder report

Inspection date: 26 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children form warm relationships with the childminder and show that they feel happy, safe and secure. They enjoy snuggling up together to listen to stories with her. Children show a genuine love of literature. They spend lots of time looking at books independently and often ask the childminder to read to them. They demonstrate their good speaking skills as they sing songs and talk about the pictures. Children have great fun with the childminder as they laugh about rhymes in a story, such as 'gopher's sitting on sofas' and 'pears sitting on chairs'.

Children behave well. They follow the childminder's instructions and respond positively as she supports them to manage their emotions. Children show good manners and are caring and thoughtful towards each other. For example, when they want the same toy dinosaur, children respond to the childminder's reminders that they can share and offers alternative resources. Children are developing positive relationships.

The childminder extends children's vocabulary by clearly modelling language and asking questions. Children engage in thoughtful conversations with the childminder. They talk about where animals live and what noises they make. Children's developing understanding of mathematics is reinforced throughout the day. They are confident in using mathematical language. For example, the childminder consistently introduces counting during activities. Children delight as they are challenged to count balls and categorise them into colour groups.

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

- The childminder is enthusiastic and actively joins in children's play. She has a good understanding of how children learn and develop. The childminder makes good use of the progress check for children aged between two and three years. This helps her to identify and address any gaps in children's development.
- The childminder manages children's behaviour well. For example, she teaches them to use good manners and to share, take turns and play cooperatively. The childminder uses every opportunity to praise children for their achievements. Children have high levels of confidence and self-esteem.
- The childminder regularly reviews children's progress. She has high expectations of children. The childminder plans a broad and ambitious curriculum which takes children's changing interests into account. Children are consistently engaged in interesting activities which support their good progress across all areas of learning. For example, they spend long periods discovering how to turn a small handle and manipulate dough.
- The childminder uses information gained from her observations of children to plan a range of enjoyable and interesting learning experiences. She keeps

children's families well informed about children's progress, for instance through photos and verbal feedback. However, the childminder is yet to find fully effective ways to encourage parents to share children's learning and achievements from home, to further inform the already good planning and assessment and fully support their progress to the highest level.

- Children respect one another and show a good awareness of differences. They talk about their family traditions and cultures and enjoy referring to books to discover more about these. They frequently use local facilities, such as parks, a farm and a local wildlife rescue centre. This helps children to learn about the world around them.
- The childminder evaluates her provision effectively. She prides herself on providing a home-from-home environment that children love to attend. The childminder is keen to continue to improve. However, she does not make full use of professional development opportunities to raise the quality of teaching further.
- Children develop good physical skills. They skilfully negotiate space as they wheel the push-along toys around. They build strong muscles as they run, jump and climb in the safe enclosed garden. They have enormous fun as they explore in the edible sand with cars and toy animals and thread cereal hoops onto pipe cleaners. They scream with delight as they watch balls run down a tube and excitedly catch them as they come out the other end.
- The childminder is a good role model in supporting children to lead healthy lifestyles. Children learn to wash their hands before eating and after playing in the garden. The childminder works in close partnership with parents to ensure that the contents of children's lunch boxes are healthy and balanced. The childminder reminds children to eat their fruit as it is good for them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her role and responsibility in relation to child protection and safeguarding. She has all statutory policies in place and has clear procedures in the event of a safeguarding concern. The childminder understands her child protection procedures, including broader safeguarding issues that may have an impact on children. She has an appropriate understanding of the possible signs that a child may be at risk of harm or abuse. The childminder knows how to respond if an allegation is made against her. She maintains accurate records of attendance and records relating to children's health.

What does the setting need to do to improve?

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

- consider further ways to encourage parents to consistently share information

about children's achievements from home, to enhance the already good planning and assessment and fully support their progress to the highest level

- make full use of professional development opportunities to aim at continually raising the already good quality of teaching to the highest level.

Setting details

Unique reference number	2504150
Local authority	Buckinghamshire
Inspection number	10207736
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	5
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in April 2019 and lives in Haddenham, in Aylesbury, Buckinghamshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Chris Lamey

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 of all areas of the setting. The childminder discussed the curriculum and what she wants the children to learn and why.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector viewed relevant documentation and reviewed evidence of the suitability of the childminder.
- The inspector viewed written feedback provided by 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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