

Childminder report

Inspection date: 12 May 2021

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

The childminder has high expectations for all children. She demonstrates a secure understanding of children's abilities. The childminder plans an interesting curriculum. She places a strong focus on helping children build life skills to prepare them further for their future learning. For example, young children enjoy role-play experiences with the childminder. Children swaddle and cuddle dolls, and show empathy as they look after them. They act out a visit to the doctor as one 'baby' has hurt itself. Children build on what they learned before about technology resources. They show this as they select the camera and recall how to use it. Children say 'cheese' to the dolls as they prepare to take a photograph. Children settle happily, including those youngest and newest to the setting. The childminder has been proactive in adapting how she works with parents during the pandemic. This includes providing parents with even more ideas for learning at home by the use of different social media platforms. This has been very successful in helping children improve language and communication. Children have secure bonds with the childminder and enjoy their time with her. They behave very well and show confidence and curiosity during their play.

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

- The childminder has designed her curriculum to offer children a wide range of learning experiences. Generally, the childminder is ambitious and understands her learning intentions very well. Sometimes, the childminder is not as precise about her intentions for what exactly she plans for children to learn, including during times when children look at books. However, children's acquisition of language and communication is very important to the childminder. Children show that they recognise a story by its cover. They recall words and characters, and repeat phrases and new words that the childminder introduces. The childminder uses her skills to extend a story, for instance, asking questions about what the character is doing. Children's language is developing well.
- Children are incredibly keen to take part in an activity designed to reinforce knowledge of sorting. Children demonstrate they already know a wide range of colours. They match different coloured objects and confidently try to count these. The childminder provides resources that are new to the children, such as tweezers and magnets, to enhance the activity and deepen children's knowledge of technology.
- Babies feel safe and secure. They awake happily from a nap. Following a cuddle with the childminder, they are content and willing to resume their play. The childminder helps children to gain confidence and independence. Children understand the rules when playing outside on scooters and tricycles. They know the boundaries of where they can go and when to stop. The childminder encourages children to take informed risks for their own safety awareness, for

example when coming down a small slope on a balance bike.

- Parents are positive about the care their children receive. They state that children have a 'fantastic bond with the childminder'. Parents add that children 'learn a range of different things'. Children show that they are confident and secure in the setting. A younger child points to her picture on the display board and tells the inspector 'that is me'. Partnerships with others in shared care arrangements are well established and promote continuity for children's learning.
- The childminder is consistent in the messages that children receive. Children listen and respond positively to the childminder and other children in the setting. They behave very well at all times. The childminder helps children to learn about differences and similarities. For instance, children speaking English as an additional language share books from home that they have in their first language.
- The childminder has a secure understanding of her role and responsibilities. She is mindful to update her skills and knowledge on a regular basis. The childminder has clear intentions of enhancing children's experiences further. This includes improvements to the garden to extend learning opportunities for children outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong understanding of her responsibility to safeguard children. At inspection, she responded confidently to questions and scenarios to assess her knowledge in regard to all aspects of safeguarding matters, including the 'Prevent' duty and online safety. She knows what to do if an allegation is made against her. The childminder has been proactive in ensuring she has updated her paediatric first-aid training. She maintains links with professional organisations and her local authority to regularly update her knowledge of legislation. She adheres to her robust policies, procedures and risk assessments to promote children's health, safety and well-being effectively.

What does the setting need to do to improve?

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

- develop a greater understanding for the aims and intentions for children's learning to broaden and build on what children know already across all areas of the curriculum.

Setting details

Unique reference number	2513345
Local authority	Buckinghamshire
Inspection number	10191761
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Marlow, Buckinghamshire. The childminder works all day Monday to Thursday for most weeks of the year. She holds an appropriate childcare qualification at level 3. The childminder receives funding for the provision of free early education for children aged three years.

Information about this inspection

Inspector

Aileen Finan

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 inspector and the childminder completed a learning walk together. They discussed how the childminder plans her curriculum.
- A joint observation was completed. The childminder discussed her aims for this activity and the impact for children's learning.
- The inspector observed the childminder's interactions with children as they played and engaged with her.
- The inspector spoke with children present and read written feedback from parents. She sampled relevant documentation to ensure that the childminder is compliant with the requirements of the early years foundation stage.

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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