

Childminder report

Inspection date: 3 August 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

Children thoroughly enjoy their time with the childminder, who is very calm, caring and nurturing. They form close relationships with the childminder and each other. Children begin to understand the rules and expectations of the setting. They learn how to manage their behaviour with the childminder's positive support and guidance. When small disagreements arise, the childminder handles these with sensitivity. This helps children learn how to share and show care and concern for one another. The childminder asks parents to provide children's comforters to support their emotional well-being. Children respond positively to praise and encouragement, which helps to boost their confidence and self-esteem.

Children learn that everybody is unique. They talk affectionately about friends and family and gain a good sense of belonging. Children make good progress in their physical development. For example, they ride tricycles, climb and slide on play equipment. Children have good opportunities to learn about the world they live in. For example, they are highly involved in a bug hunt and closely observe their features, such as dragonfly wings. Children build on their imaginative and creative skills. They enjoy various art and craft activities and use their imagination well as they build houses for dinosaurs.

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

- The childminder has a clear vision of what she wants children to know and do before they move on to school. She plans a broad curriculum, based on the children's interests. There is a good balance of adult and child-led activities. Children are keen and motivated to learn.
- Children make good progress from their starting points and gain knowledge and skills for the next stage in their education. The childminder closely monitors children's progress and, if necessary, provides activities to help children catch-up in their learning.
- The childminder keeps up to date with the latest government COVID-19 (coronavirus) guidelines. She makes changes to her practice, to support everyone's ongoing good health. For example, she reviews her hygiene and cleaning routine, and requests that parents drop their child at the front door while maintaining friendly relationships. The childminder teaches children the importance of good hygiene practices and encourages their independence. For instance, they wash their hands before eating and put on their shoes to play outdoors.
- The childminder makes the most of opportunities to blend maths throughout her curriculum. For example, children recognise colours and shapes, learn to count, and talk about size. As they build towers, the childminder extends their learning by explaining that they need to build a broad base with bricks to balance bricks

higher and to make their tower strong.

- The childminder establishes good working relationships with parents. They particularly notice and appreciate the good progress their children make. The childminder keeps them up to date about their child's progress and shares information about their activities. She offers ideas to support home learning, although, she does not always tailor these to the individual child's learning needs.
- The dedicated childminder is committed to her ongoing professional development. She builds on her current knowledge and skills. For example, she works with other childminders and refers to Ofsted website, as well as other online resources. She identifies areas for further development and attends courses, such as for the provision of outdoor play and early writing.
- Overall, the childminder successfully supports children's communication and language. Although, through her eager questioning, she does not always give them time to think through their response. Children are motivated to read stories and they look closely at the pictures and talk about what they see.
- The childminder sets out toys and resources based on the children's interest, so they are enticed to explore. Children are keen and active learners.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places a strong emphasis on children's safety and security. She attends regular safeguarding training and fully understands how to identify the signs that a child's welfare may be at risk. The childminder is fully aware of local safeguarding procedures. She knows the steps to take if she has a concern about a child and if there is an allegation against her. The childminder risk assesses the environments used by the children and this helps them to feel safe and secure in her care.

What does the setting need to do to improve?

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

- focus more precisely on allowing children time to think through their responses to questions, to further develop their good communication and language skills
- build on the existing positive partnerships with parents, to fully complement and extend children's individual learning at home.

Setting details

Unique reference number	2518264
Local authority	Buckinghamshire
Inspection number	10203320
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	2 to 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Buckingham. She operates all year round from 7am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder receives funding for the provision of early education for children aged three years.

Information about this inspection

Inspector

Kim Mundy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The childminder and inspector completed a learning walk to identify how the childminder plans and implements her curriculum.
- During the inspection, the inspector spoke to and interacted with the children. The inspector took account of the views of parents through written feedback.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The childminder showed the inspector policies and documents, including safeguarding policies and evidence of the suitability of household members.

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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