

Childminder report

Inspection date: 4 October 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 show that they feel safe and welcome in the childminder's home. They confidently choose toys and resources and cooperate well with routines. For example, children know to wash their hands before eating. They happily help to tidy away toys when asked to do so. Children enjoy the warm words, smiles and encouragement the childminder offers throughout the day. There is a cosy, 'home-from-home' feel to the provision.

Children benefit from a curriculum that focuses on the skills and knowledge that will benefit them the most. They have regular opportunities to develop their social, physical and communication skills. This has a positive impact on their progress. For example, children develop their hand-to-eye coordination as they piece together train tracks. They learn to listen to others. Children show they are keen to play and learn.

Children behave in ways typical for their age. They are learning well to manage their emotions in appropriate ways. Children are confident to express their feelings. For example, they say a firm, but polite 'no' when other children want something they are still using.

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

- The childminder makes accurate assessments about what children know and can do. For example, she identifies that children can match but not name colours. She then plans how to teach children this skill next.
- The childminder knows that if children enjoy their learning they are most likely to focus well and remember what they have been taught. She therefore uses children's interests to engage them in activities. This was illustrated when the childminder used children's interest in vehicles to teach them about colours and positional language.
- Children regularly hear clear, relevant language. The childminder models well the correct pronunciation of words and introduces new language into children's play. However, sometimes, she does not leave enough gaps in her chat to allow children time to practise their own developing speaking skills.
- The childminder makes good use of spontaneous teaching opportunities. This helps add to children's understanding and knowledge. For example, when children show curiosity about the pips in their apple, the childminder explains what these are. Children show lots of interest and listen intently.
- Overall, the childminder plans well. Occasionally, she does not organise the environment to best effect to ensure children can focus as well as they could on the teaching she wants to deliver. This was illustrated when there were too many distractions for children to focus on a story she was reading.

- Children take part in lots of fun activities that add to their understanding of the world in which they live. They learn about the importance of recycling. Children gain an understanding of special days from their own and other cultures. They explore their local community.
- The childminder meets children's care needs effectively. She uses routine times to build warm relationships with them. For example, she sits and eats with children. When the childminder is changing nappies, she smiles and chats as she does so. Children show that they trust her to take good care of them. For example, they snuggle into her before sleep times.
- Parents speak highly of the childminder. Some say they 'cannot fault' her. Parents can see that their children are making good progress. They contribute much of this to all the worthwhile and interesting experiences the childminder plans.
- The childminder is committed to providing high-quality care and education. She undertakes training and her own research to build further on her existing good understanding of how children learn and develop.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe from harm. She knows the signs of potential abuse or neglect, including the signs a child may have been exposed to extreme or radical views. The childminder has an accurate understanding of how to share any concerns in order to protect children. She undertakes suitable training to ensure her safeguarding knowledge remains current. The childminder ensures her home is safe and secure, and supervises children closely at all times.

What does the setting need to do to improve?

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

- ensure children have time to share their thoughts and ideas during conversations to extend further their developing language skills
- consider how best to organise the environment to ensure children can focus well on some planned activities.

Setting details

Unique reference number	2524908
Local authority	Buckinghamshire
Inspection number	10208230
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in High Wycombe, Buckinghamshire. The childminder operates Monday to Friday, from 7am to 5pm, all year round, except between Christmas and New Year. She holds an appropriate childcare qualification at level 6.

Information about this inspection

Inspector

Sarah Holley

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 the evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector and the childminder discussed how the curriculum had been implemented and the impact this had on children's learning.
- Parents shared their views and the inspector took these into account.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021