

Childminder report

Inspection date: 6 July 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 are well settled, confident and happy. The childminder is warm, caring and attentive to children's needs. She provides lots of cuddles, encouragement and praise. This helps toddlers to feel safe and secure in her care. As a result, they independently explore the environment, both indoors and outdoors, with confidence. Young children are keen to play with the wide range of toys and resources available. For example, they enjoy playing in the toy kitchen, opening and closing doors and sorting utensils into various cupboards.

Children benefit from strong attachments with the childminder. Their positive interactions with her, and their confidence to explore the childminder's home, demonstrate that they feel safe and secure.

All children enjoy lots of fresh air and exercise. They relish being outdoors. Young children are developing strong physical skills as they enjoy using the ride-on toys in the childminder's garden, getting on and off independently.

The childminder is passionate about providing children with a wide range of experiences. She takes all children on interesting outings on a regular basis. This includes visits to parks, soft play and toddler groups. Consequently, children get lots of opportunities to learn about the world around them. They develop important social skills as they play and build friendships with other children.

Securely established routines have a positive impact on children's individual needs. As a result, children settle quickly at nap time, which adds to the calmness within the childminder's setting.

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

- Young children develop a strong love for books. The childminder provides lots of opportunities for them to snuggle up to her and read together. She encourages children to interact, such as by asking questions about what they can see in the pictures. She links meanings of words by demonstrating to children what they are. For example, she strokes children's tummy when reading a story about tummies. Additionally, she sings and chats to children during routines, such as mealtimes and nappy change. As a result, children make good progress in their early speech development.
- The childminder has a secure understanding of the importance of self-reflection and observes children closely within her setting. She is committed to continuously building on her own skills and knowledge to enhance her own practice. For example, she seeks out training, such as speech and language courses. This helps her to further extend her knowledge and implement her

curriculum to support children's learning and development.

- The childminder knows the children in her care very well and has clear intentions for their ongoing learning. She positively interacts with them and uses opportunities as they arise to further extend their knowledge. For example, as children play with animals in the hay, they spot a little spider. The childminder encourages the children to observe the spider and respectfully tells them to be careful not to squash it. This helps children in their personal development and to be kind to other living creatures in the natural world around them.
- Partnership with parents is strong. The childminder seeks detailed information from parents about their child's development and finds out what they have been doing at home. She shares pictures and messages with parents throughout the day and informs them about sleeping and eating routines each day. This enables the childminder to tailor care and learning to meet children's individual needs. Parents praise the wide range of outings their children experience in the childminder's care. They feel well informed about their child's development, and feel they are making good progress.
- Snack time is a sociable experience and the childminder provides children with a variety of fruit. She names the fruit items while the children are eating and sings songs to make snack time a positive experience. Children learn to associate healthy eating with positive social interactions from the onset. The childminder washes children's hands after playing outdoors, and before meals. However, she has not consistently established a routine for children to learn the process of how to do simple tasks independently, such as rinsing and drying hands.
- The childminder follows children's interest and engages them skilfully in learning through play. For example, when children play with a toy farm she counts the tractors in the game. Children hear number repetition from a young age. However, the childminder does not recognise when children would benefit from greater challenge to extend their understanding of mathematical concepts, such as size and weight.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date through regular training. She has a secure knowledge of the signs that could indicate a child is at risk, including the risks of exposure to extreme views. The childminder is clear about the procedures she must follow if she has concerns about a child's welfare, or if an allegation is made against herself. She makes sure that her premises are safe and secure for children, both indoors and outdoors. The childminder informs parents swiftly when children are unwell in her care and asks parents to sign relevant permission forms to administer medication.

What does the setting need to do to improve?

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

- review practice and strengthen opportunities for the youngest children to develop their self-care skills
- extend further the support for children to develop their mathematical understanding.

Setting details

Unique reference number	2549212
Local authority	Buckinghamshire
Inspection number	10221537
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	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Chalfont St Peter in Buckinghamshire. She operates from 7.30 until 5.30pm, Monday to Thursday all year round except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Katharina Hill

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to parents and took account of their views.
- The childminder discussed with the inspector her current intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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