

Childminder report

Inspection date: 29 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 enjoy coming to the childminder's safe and welcoming home. They have formed close relationships with the childminder. Toddlers come for reassuring cuddles and older children turn to her for help if they need it. Children are happy and comfortable in their surroundings. They move freely around and choose how they want to play. Children learn how to be kind and to play cooperatively. They benefit from the childminder's positive examples of how to behave. They are learning to say 'please' and 'thank you' when speaking to the childminder and their friends. The childminder encourages and praises children, which increases their self-esteem and emotional well-being.

Children have access to resources that allow them to play creatively. For example, children open up the 'café', and identify vegetables in the kitchen. Children make good progress in their learning and benefit from stimulating learning experiences. For example, as they mix the ingredients to make sand, they enjoy exploring the texture, describing it as 'bumpy'. Children gain an understanding of the world. For instance, they paint pictures of dinosaurs. The childminder talks about the dinosaur's teeth and they consider the fierce sounds it might have made.

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

- The childminder considers children's interests when planning activities. She provides toys and resources that she knows they enjoy playing with. This helps children to settle well and motivates them to play and learn. The childminder regularly reviews children's progress and identifies what they need to learn next.
- Parents appreciate the good care and interesting experiences that the childminder provides for their children. The childminder ensures that parents receive information about every aspect of their children's care and learning. For example, she uses daily communication and online messaging systems. The childminder works with parents to encourage children in their personal care and self-help skills. For example, children learn to go to the toilet independently.
- The childminder promotes children's good health and follows good hygiene practices. Children develop an awareness of hygiene routines from an early age. For example, they learn to wash their hands independently. They learn to cut up vegetables safely and use cutlery to feed themselves. Children benefit from being physically active every day. For example, they have lots of fun as they run around the garden and jump onto soft-play equipment.
- The childminder provides a range of activities for children to develop their literacy skills. She has a wide variety of books and uses these to support children's early literacy skills. Children freely choose books to read and show an interest in stories. Visits to the library build on children's love of books and future reading skills.

- The childminder uses every opportunity to model and reinforce language. This supports children's early language and communication skills effectively. For example, the childminder provides narrative during children's play and engages them in meaningful conversations. However, the childminder does not make the most of opportunities to extend and reinforce children's learning in mathematics, such as with their understanding of number and measure as they play.
- The childminder reflects on her practice and continues to build on her knowledge and skills. For example, she has completed counselling training to identify and support children's well-being. However, she does not have a precise enough focus on her strengths and areas for further development to drive improvement at the highest level, in areas such as mathematics, for example.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that may indicate possible abuse. She knows how to act swiftly and appropriately should she have any concerns regarding a child in her care. She is confident about protecting children from all forms of abuse, including online dangers and extremism. The childminder carefully considers the planning of activities to ensure safety of all children. She risk assesses activities, including those outdoors or off site, and takes effective action to minimise hazards.

What does the setting need to do to improve?

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

- strengthen teaching strategies to consistently promote children's early number and mathematical skills even more effectively
- develop a more effective self-evaluation process to precisely identify areas for improvement to drive practice to an even higher level.

Setting details

Unique reference number	2567346
Local authority	Buckinghamshire
Inspection number	10239267
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 4
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 Aylesbury, Buckinghamshire. The childminder offers childcare from Monday to Friday, all year round. The childminder holds an appropriate qualification at level 3. She receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Robertson

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 completed a learning walk together around the areas of the childminder's home used for childminding.
- The inspector held a number of discussions with the childminder throughout the inspection.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector observed the quality of teaching during activities indoors, and assessed the impact this had on children's learning.
- During the inspection the inspector spoke to and interacted with the children. The inspector took account of the views of parents through written feedback.

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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E: enquiries@ofsted.gov.uk
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