

Childminder report

Inspection date:

17 November 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 happy and well settled in the childminder's home. They have fun playing with their friends and begin to use their imagination in their play. For example, some children stand at the toy kitchen and use saucepans and playfood to 'prepare' meals. Others push toy cars back and forth and show an interest in the wheels going around.

Children form good relationship with the childminder and her assistant, who are nurturing and attentive. They listen and respond intently to the children. Children relish the praise and the encouragement that they continually receive from the childminder and her assistant during routines and play. They recognise the children's efforts and achievements, which contributes to the development of their self-esteem, confidence and emotional well-being.

Children develop their early communication and language skills well. The childminder reads their favourite books and sings songs to them. She engages children in the stories. For example, she encourages children to take turns when flipping the flaps on books. Children show curiosity and excitement when they discover what is underneath. As a result, children develop a love for books and reading, which benefits their communication and language development.

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

- The childminder and her assistant have a good understanding of what they want children to learn next and plan activities that build on what children know and can do. Overall, children make good progress in their learning and development. The childminder reviews children's progress on a termly basis. This enables her to identify any gaps in children's learning and development.
- Partnerships with parents are strong. Parents speak highly of the childminder and the care their children receive. They are pleased with the progress that children make. Parents comment that they are kept informed regularly about their children's day-to-day activities and progress. The childminder works collaboratively with parents to support their children's development and learning, both at the setting and at home, such as when children are ready to be toilet trained.
- The childminder and her assistant narrate mealtimes and provide children with balanced meals. The childminder's assistant asks children which fruit they would like for dessert and gives them choices, such as oranges and bananas. Children learn to make individual, healthy choices from the outset.
- Overall, children are encouraged to learn independent skills, such as feeding themselves at mealtimes. However, on occasion, the childminder and her assistant do not consistently encourage skills that they are capable of carrying

out themselves, such as applying paint during an art and craft activity. This does not consistently extend their independent skills.

- The childminder supports children to learn the rules of behaviour. She sets clear boundaries so that children know what she expects of them, such as not climbing on the sofa to avoid injury and to be kind and polite to one another. The childminder and her assistant gently remind children to say 'please' and 'thank you'. As a result, children model this in their play and at mealtimes. This promotes good social skills and gives children a secure environment in which to learn and develop.
- The childminder and her assistant understand that young children learn through play. The childminder's assistant skilfully implements basic counting skills during activities. For instance, when children finish mark making with crayons, he asks them to count the crayons that need to be put away. Children learn to understand basic mathematical knowledge from a young age.
- The childminder and her assistant fully understand the importance of fresh air and exercise for children, to strength their small and large muscles. For example, children enjoy regular outings to playgrounds, local parks and nature trails. This has a positive impact on their physical and emotional well-being.
- The childminder and her assistant attend mandatory training, such as first aid and safeguarding training. However, they are yet to establish a targeted programme of professional development to further enhance their knowledge and skills to the very highest standard.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure safeguarding and child protection knowledge. They confidently understand their responsibilities to help keep children safe. The childminder and her assistant undertake regular training to help keep their safeguarding knowledge up to date. Their understanding of signs and symptoms of abuse, including radicalisation and extreme views or behaviours, is strong. The childminder and her assistant ensure that they are aware of the work of the local safeguarding children's partnerships. There are clear and concise procedures for the childminder and her assistant to follow if they have concerns about children's welfare or if an allegation is made against one of them. The childminder risk assesses her house daily and is aware that this needs to be adapted when she cares for very young children.

What does the setting need to do to improve?

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

- review opportunities more precisely, to enable children to extend their independence skills even further during activities

- focus professional development on enhancing teaching skills, to build further on existing good-quality teaching.

Setting details

Unique reference number	2574051
Local authority	Buckinghamshire
Inspection number	10249078
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 10
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 2020 and lives in High Wycombe, Buckinghamshire. She works with an assistant and operates Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays and family holidays. The childminder accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector
Katharina Hill

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the implementation of the curriculum during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and her assistant, and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the written views of parents provided on the day of the inspection.

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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