

Childminder report

Inspection date:

24 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children have secure bonds with the childminder, who is kind and nurturing in her approach. Children enjoy playing in the childminder's garden and use the equipment provided. For example, they focus intently and show good hand-to-eye coordination as they throw the ball back and forth in their play. However, not all activities on offer are matched appropriately to each child's level of development and, as a result, children struggle with some of the concepts being taught. For example, young toddlers are encouraged to draw shapes but are unable to complete the activity as it is too complex. They lose interest and find other ways to entertain themselves.

Additionally, the childminder does not build on children's interests to further extend their learning. For instance, the childminder does not recognise opportunities that arise in children's freely-chosen play to extend their learning.

Nevertheless, children relish the praise they receive from the childminder during play and routines, which helps them to build a sense of pride and achievement in their own abilities. Children enjoy their time in the childminder's welcoming home and demonstrate that they feel secure as they explore her home, indoors and outdoors.

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

- Parents say that they are happy with the care that the childminder provides and the information she shares with them about what their child has been doing. They report that the childminder is supportive and praise her for the care and help their children receive.
- The childminder has effective settling-in arrangements in place. She tailors these to children's individual needs. Parents share essential information, such as home routines. This enables the childminder to provide consistent care, which helps children to feel secure.
- The childminder ensures that children have plenty of opportunities to strengthen their muscles. They benefit from daily exercise, playing in her garden or taking part in indoor exercise, such as stretching and dancing. This supports children's emotional and physical well-being well.
- The quality of teaching requires improvement. The childminder has attended some training opportunities to keep her knowledge up to date. However, despite the training she has completed, it has not given her the skills and knowledge she needs. Additionally, the childminder does not place enough focus on her ongoing professional development to enhance her knowledge. This has a negative impact on her teaching skills and her understanding of how children learn and develop.
- The childminder does not sequence her curriculum effectively to support

children's learning with age-appropriate activities. While she understands the importance of challenging children, she does not consistently help children to gain all the skills they need to support the next stage in their learning.

- The childminder teaches children about different cultures. To support this, she celebrates different cultural festivals with the children in her care, such as Diwali and Christmas. However, she does not make use of opportunities to teach children about the wider world they live in. As a result, children do not gain an extensive knowledge and understanding of the environment that they are growing up in.
- The childminder is friendly, calm and caring. She forms positive attachments with the children in her care and supports their emotional well-being effectively. For example, she is attentive to children's needs when they are tired and need time to rest.
- The childminder supports children's communication and language skills well. Children benefit from singing songs and reading stories. Children learn new words and their meaning, extending their range of vocabulary further.
- The childminder promotes independence skills well. For example, children are encouraged to feed themselves at mealtimes and to use play equipment independently in the childminder's garden, such as the slide. This supports children's self-esteem and gives them high levels of confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure safeguarding and child protection knowledge. She confidently understands her responsibility to help keep children safe. The childminder undertakes regular training to help keep her safeguarding knowledge up to date. Her understanding of signs and symptoms of abuse, including radical and extreme views or behaviours, is secure. The childminder ensures that she is aware of the work of the local safeguarding children partnerships. There are clear and concise procedures for the childminder to follow if she has concerns about children's welfare, or if an allegation is made against her or anyone living in her household. The childminder risk assesses her house daily, inside and out, to create a safe place for children to play and learn.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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develop the knowledge and skills to be able to plan an educational programme that is coherent, sequenced and reflects children's individual learning needs	01/03/2023
provide more support for children to understand the world they live in, to prepare them for life in modern Britain.	01/03/2023

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

- enhance opportunities for children to explore and engage in their own learning, to support their resilience and problem-solving skills.

Setting details

Unique reference number	2585149
Local authority	Buckinghamshire
Inspection number	10251107
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 3
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in September 2020. She lives in Aylesbury, Buckinghamshire. She operates all year round, from 8.30am to 6pm, from Monday to Friday, except for bank holidays and family holidays. She 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 outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of activities with the childminder 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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