

Childminder report

Inspection date:

5 December 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 very happy and settled. They confidently move around the childminder's house, clearly seeing it as a 'home from home'. They show they trust the childminder, approaching her for cuddles and enjoying her company very much. Children behave appropriately for their age and show they understand what is expected of them. They cooperate with routines, such as tidying up and washing their hands before mealtimes. They respond well to the gentle but clear reminders from the childminder about the 'house rules' and acceptable behaviour.

Children benefit from being cared for by a childminder who clearly identifies the broad skills and knowledge children need in preparation for the next stages of their learning journey. Children receive especially effective support to develop a love of books and stories. This has a very positive impact on their language and literacy development. The childminder prioritises reading to children throughout the day. Children learn that if they bring books to the childminder she will do her best to read them to them. Children remember the books they especially like and snuggle down happily to listen to these familiar stories. Children also learn well how to handle books appropriately. They carefully turn pages, treating books with care and respect.

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

- The childminder is very effective in supporting children's developing speaking and listening skills. She speaks clearly to children and introduces words and phrases that relate to what they are doing. She leaves plenty of gaps in conversations so children can contribute their own ideas. Children develop a wide vocabulary and the confidence to listen to and talk with other people.
- The childminder plans well for children's physical development. She uses her garden and local public spaces to ensure that children have daily opportunities to be physically active. She provides lots of small-world resources and sensory experiences to develop children's small-muscle strength. This good practice has a positive impact on children's good health. It also helps ensure that they have the strength and control to be ready for learning to write when they are older.
- Some children missed out on opportunities to meet other people and play with other children due to COVID-19 restrictions. The childminder is very aware of the impact this has had on their confidence and sharing skills. She plans well how to build on these skills in ways that children do not find overwhelming. As a result, children grow in confidence and begin to understand how to take turns and consider the needs of others.
- The childminder plans her overall curriculum intent effectively. She identifies when children are interested and ready to learn new and specific skills. However, she does not always consider how to take children stage by stage

through the steps they need to master these new skills. For example, she has not considered how best to sequence children's learning so they can use scissors effectively.

- Children are developing a very positive attitude towards learning. They look forward to the activities the childminder plans. For example, children are excited to play with dough and eagerly help get the table ready. The childminder is attentive as children take part. She makes suggestions to ensure that children remain engaged and focused. This helps children to enjoy their learning and develop good levels of concentration.
- All children are made to feel very welcome. The childminder plans experiences to help older children learn about cultures other than their own. However, she does not plan as effectively for younger children in this area. This limits some children's exposure to early learning about the diverse world in which they live.
- Parents speak highly of the childminder. They are pleased with the progress their children are making. The childminder works well in partnership with parents to support children's development. For example, she works with parents to provide consistent routines for children who are learning to manage their own toileting. She listens to parents and adapts what she does to support them further. For example, she personalises how she shares information about children's progress to best meet each family's needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes extensive training to ensure that she has a detailed knowledge of the signs that may indicate a child is at risk of harm. This includes the risks to children of being exposed to extreme views or living in an unsafe environment. She knows how to share any concerns to keep children safe. She takes effective measures to ensure that her home is a safe and suitable environment for caring for young children. She 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:

- refine the planning of the curriculum further, reflecting on how to precisely sequence teaching in relation to children learning new, specific skills
- provide younger children with more experiences to learn about cultures other than their own, to best support them to develop a positive view of living in a diverse society.

Setting details

Unique reference number	2595997
Local authority	Buckinghamshire
Inspection number	10262861
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Buckingham. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a qualified teacher.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the provider.
- The childminder spoke with the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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