

Childminder report

Inspection date: 5 October 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 secure and have nurturing relationships with the childminder and her assistants. The childminder is quick to support children's well-being and gives them a cuddle when needed. Children settle well and gain confidence quickly. The childminder and her assistants encourage children to investigate new resources and toys. They learn to engage in a range of play activities indoors and outdoors. For example, children have lots of fun scooting around the garden on balance bicycles and delight in role-play activities as they pretend to be chefs and firefighters.

The childminder has high expectations for children and their learning. Children are challenged to think of their own answers to problems. They spontaneously count to 20 and beyond and rise to challenges when asked about planets. They confidently answer questions about which planet is furthest from the earth and which planet has the ring around it. Children beam with delight as they are praised for their knowledge.

Children learn how to share the resources. The childminder and her assistants speedily resolve disagreements and patiently model conflict resolution. If a child wants to play with a toy that another child has, the childminder and her assistants calmly explain what to do. Children listen intently and respond well when they tell them that their friend had it first, but they will share it when they have finished with it. Children return to their play without any fuss and find out how to respect each other.

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

- The childminder and her assistants have strong bonds with parents and carers. The childminder finds out initial information from parents and uses this to help children to settle quickly. Parents talk highly of the childminder's ability to bond with their children. They state that their children love to attend. The childminder and her assistants communicate with parents daily, via a daily diary, about what children have enjoyed and future plans for activities and outings. She helps parents to extend children's learning at home by sharing next steps and ways to achieve them.
- The childminder uses her knowledge of child development to skilfully assess the children. The childminder and her assistants carefully plan suitable activities to ensure that children learn new skills. The childminder plans the routine well to help children to develop their self-help skills. She encourages them to put their own wellington boots and waterproof clothing on. She praises them when they independently wash their hands before lunch. Children behave really well. They know the routine and happily join in with tidy-up time. The childminder and her

assistants support children to be polite.

- The childminder and her assistants hold conversations with children about how to keep safe during play and managing risk. They are patient and attentive to each child. For example, they talk about how to kick balls safely and take care when riding bicycles to avoid younger children as they play.
- Although the childminder and her assistants have undertaken some training, the childminder does not consistently reflect on her practice and that of her assistants. Therefore, she does not plan effectively for a highly targeted programme of professional development to ensure that her skills and knowledge, and her assistants' skills and knowledge, improve consistently to the highest level. For example, she has not considered how to interact effectively with children to the highest level.
- The childminder provides meaningful opportunities for children to learn about communities beyond their own. For example, she attends different play sessions where children have more opportunities to meet new people and hear different languages and accents. They experience play with different toys and resources. This supports their understanding of diversity and helps them to prepare for life in modern Britain.
- The childminder supports the development of children's communication and language skills effectively. She talks to children as they play. The childminder clearly emphasises key words during her interactions and introduces new vocabulary. However, at times, her assistants' interactions are not as effective. For example, they do not gain children's attention effectively while they are playing. This does not fully support children to develop their concentration and attention spans.
- The childminder plans and delivers a sequenced curriculum which offers children a wide range of experiences. For example, they visit forests and woods to look for minibeasts and collect natural resources for art and craft activities. Children regularly bake with the childminder and her assistants. They use scales to weigh and measure ingredients to make birthday cakes for one of the assistants. Everyone eagerly joins in to sing 'Happy Birthday' and they cheer at the end of the song. There is a sense of a real home-from-home atmosphere.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibilities to keep children safe. The childminder and her assistants can recognise the signs that may indicate that a child is at risk of harm. They have completed training and have a clear understanding of the procedures to follow if they have concerns. The childminder is aware of her duty to ensure the ongoing suitability of her assistants. The childminder and her assistants know how to raise concerns regarding staff suitability. The childminder checks that the premises are safe and secure for children.

What does the setting need to do to improve?

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

- develop a programme of targeted training to help raise the quality of teaching to the highest level
- support assistants to develop their interaction skills during play, to extend children's engagement and concentration skills further.

Setting details

Unique reference number	2596491
Local authority	Buckinghamshire
Inspection number	10249641
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 7
Total number of places	12
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Stokenchurch, Buckinghamshire. She operates all year round from 8am to 6pm, Monday to Friday. The childminder works alongside assistants. She holds a childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Lamey

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 had a learning walk together of all the areas of the setting. The childminder discussed the curriculum and what she wants the children to learn and why.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector viewed relevant documentation and reviewed evidence of the suitability of the childminder.
- The inspector viewed written feedback from parents and took account of their views.

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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