

Childminder report

Inspection date: 1 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children arrive happily and settle quickly in this welcoming environment. They develop strong, trusting relationships with the childminder and her assistants. The childminder recognises when they are hungry or tired and swiftly attends to the children's needs. Children confidently select resources and engage enthusiastically in their play. For example, children show their increasing imaginations as they pretend to make cakes with play dough and care for their 'babies' in the doctor's surgery.

The childminder and her assistants have high expectations for all children. Children follow their lead and show their understanding by being kind and respectful to each other. They share resources and take turns. Children listen well and follow instructions, including helping to tidy away resources. When minor disagreements occur, the childminder quickly steps in to diffuse the situation. Children use good manners and show a positive attitude to learning.

Children enjoy playing outside and learning about the world around them. They develop their muscles as they play. For instance, babies learning to walk hold on to equipment as they pull themselves up. Toddlers carefully negotiate steps. They follow instructions to help them get down safely. Both the childminder and her assistants are very calm and patient. They offer timely support to ensure children play safely.

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

- Children enjoy a range of interesting activities that support their learning effectively. The childminder uses her skills and knowledge to identify what children need to learn next. She works closely with her assistants to monitor children's development. This helps them to identify and address any gaps in children's learning quickly and provide appropriate support.
- Children with special educational needs and/or disabilities are well supported. For example, the childminder and her assistants adapt their interactions for children with language difficulties. As a result, children learn to repeat words and make themselves understood. They also follow the advice of specialists. This helps all children to make good progress from their starting points.
- The childminder has a wide variety of books and uses these effectively to support children's early literacy skills. Young children keenly listen to their favourite stories. The childminder asks questions to encourage thinking, maintain interest and increase children's understanding of the wider world. However, the childminder does not make the most of opportunities to extend and reinforce children's learning in mathematics. For example, considering shape and size when playing with play dough.

- The childminder and her assistants use every opportunity to model and reinforce language. They listen carefully, repeating and extending what children are saying. They use questioning techniques well and give children ample time to think and respond. For example, they provide a narrative during children's play and engage them in meaningful conversations. This effectively supports children's early language and communication skills.
- The childminder gives clear messages about healthy lifestyles. She provides nutritious snacks and meals as well as providing fresh air and exercise. For example, she organises trips to the nearby woods and to the large green outside the setting. This allows children to increase their physical skills. All children are encouraged to be as independent as possible. For example, toddlers learn to put on their own shoes and coats. At snack time, children confidently peel tangerines. This helps children to develop good levels of self-esteem and confidence.
- Parents are highly positive about the childminder. They appreciate the good care and interesting experiences that the childminder provides for their children. The childminder shares information with parents on a regular basis. For example, through an online application and daily communications. This effective communication helps parents to continue children's learning at home. She shares the activities that children enjoy with parents along with the next steps in their learning.
- The childminder is dedicated and enthusiastic about her work. She reflects on her provision with her assistants regularly. However, the childminder is not sufficiently focused on identifying and using professional development opportunities for herself and her assistants, to further extend teaching skills to the highest level, for example in mathematics.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a thorough understanding of child protection. They know how to keep children safe. They know who to contact and what to do if they have concerns about children's welfare or think a child may be at risk of harm. The childminder and her assistants are confident about the process to follow if they have concerns about each other's conduct. The childminder ensures herself and her assistants complete regular safeguarding training. The childminder has risk assessments in place to ensure her home is safe for children.

What does the setting need to do to improve?

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

- provide more frequent and varied opportunities to enable children to gain a deep understanding of numbers and other mathematical concepts, to support their

overall development

- identify professional development opportunities in order to strengthen existing knowledge and further enhance the quality of education, especially in mathematics.

Setting details

Unique reference number	2598798
Local authority	Buckinghamshire
Inspection number	10263020
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 3
Total number of places	3
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in October 2020 and lives in Seer Green, Buckinghamshire. She works with two assistants. The childminder operates Monday to Friday, from 8am to 6pm. The childminder and one of her assistants hold an appropriate qualification at level 3. She receives funding to provide free 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 around the areas of the childminder's setting used for childminding.
- The inspector held a number of discussions with the childminder and her assistant 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 outside 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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