

Childminder report

Inspection date: 15 February 2023

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 build close bonds with the supportive childminder, who also encourages positive relationships between children. Children become aware of their emotions and feelings. They explore these with the childminder, such as through discussions using 'emotion pebbles'. The childminder provides consistent support, which generally guides children's behaviour effectively. This helps children to develop a good awareness of how to share, take turns and encourages the use of good manners.

The childminder plans and provides effective activities and outings that capture children's interest and enhances their curiosity and exploration. On the day of the inspection, children confidently explored a variety of natural and sensory objects and materials. They used rolling pins, wooden and ceramic models and made patterns in dough, while learning about woodland animals and plants. This helped to build on their previous learning from outings to local woods. For instance, children have enjoyed activities, such as treasure and scavenger hunts, engaging them in learning about nature and wildlife.

Children hear a wide variety of language. The childminder talks to children about what they are doing and introduces new words and information to them. This supports their speech, understanding and developing vocabulary successfully, overall. Children develop their independence securely. They learn to do things for themselves and gain understanding of responsibilities, such as helping to tidy up.

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

- The childminder provides good, consistent teaching to children. She has a clear oversight of children's progress and next steps in learning. She implements her learning intentions effectively to support children's development. She makes very good use of natural resources and the outdoors to enhance children's learning. This also reflects children's interests and preferences for learning. This helps children to make good or better progress from their starting points.
- Children engage in a broad range of activities that help to build their language skills. They enjoy singing and learning actions to songs, using modern technology to make choices of these. The childminder actively engages children in discussions and conversations. At times, she does not always provide enough time for children to respond. This sometimes means that children can not fully consider their responses, to enable them to contribute to a discussion or answer a question. Overall, the childminder promotes children's communication and language development effectively. This is seen in the progress children make, such as the range of vocabulary and language they use.
- The childminder models expected behaviours, including good manners. She

promotes an environment of kindness and respect to others. Children receive positive praise and encouragement, which builds their confidence and self-esteem effectively. Occasionally, the childminder does not fully consider her response to children's behaviours, such as when minor disagreements occur. At times, she does not always guide children using consistently positive explanations, to help extend their understanding of expected behaviours.

- Children develop their self-care and independence well, including learning how to put on their boots to go outside. Children help to prepare their own snacks and learn how to keep themselves safe while doing this. For instance, the childminder reminds them that knives can be sharp when they spread butter on their crackers. Children learn about healthy choices, such as through regular visits to the grocer's shop, where they choose fruit and vegetables to eat. They spend a lot of time outside. This helps to promote exercise, which supports children's muscle development and coordination.
- There are effective partnerships with parents and other early years settings children attend. The childminder regularly exchanges information with them, to help them work consistently together to support children's needs. Parents' comment that their children enjoy being with the childminder. They highly praise the support their children receive and the progress they have made.
- The childminder evaluates the quality of her setting securely. She is reflective and actively seeks further knowledge and understanding of early years practice to support her professional development. This helps her to make improvements and build on the quality of her provision and practice. For example, the childminder researched information about different learning approaches and as a result made changes to provide a calmer environment. In addition, she has sought very good-quality resources which encourage children to confidently investigate different sensory materials.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows and understands how to keep children safe. She ensures she is aware of what children are doing and supervises them appropriately. She implements ongoing risk assessments, both indoors and outside, to identify and reduce potential dangers to children. The childminder has a good knowledge and understanding of child protection. She knows how to recognise and respond to concerns. This includes the referral processes to follow should a concern arise about a child or if an allegation is raised. The childminder ensures the care of the family's pet cat minimises any potential hygiene or safety risks to children.

What does the setting need to do to improve?

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

- consider the approaches used to guide children's behaviour, such as the use of some explanations, to build even further on the already successful ways in which children learn to manage their own behaviour
- provide more time for children to think and respond during discussions and when asking questions, to enable them to consider and form their responses.

Setting details

Unique reference number	2609473
Local authority	Buckinghamshire
Inspection number	10264208
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 6
Total number of places	4
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in December 2020. She lives in a village near High Wycombe, Buckinghamshire. The childminder offers her service all day, Monday to Friday, all year round, except for family holidays and bank holidays.

Information about this inspection

Inspector

Sheena Bankier

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 childminder.
- The childminder talked to the inspector about the learning intentions of her curriculum and provided a tour of her premises.
- Discussions were held with the childminder at appropriate times during the inspection.
- The childminder evaluated the effectiveness of some activities that took place on the day of the inspection with the inspector. She also discussed the impact of her professional development on children's learning experiences.
- Some parents discussed their views about the childminder's provision with the inspector. The inspector also reviewed some written feedback provided to the childminder by parents.
- Children interacted and chatted to the inspector about their play and activities.
- A sample of documentation, including evidence of the childminder's current paediatric first-aid certificate was checked.
- The childminder's and her household member's ongoing suitability was reviewed during 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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