

Childminder report

Inspection date:

25 September 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder has clear intentions for what children will learn. She appreciates that young children need to learn to get along with others and manage their strong feelings. She plans her curriculum to provide children with opportunities to play in a group and quieter times where they can unwind and consolidate their learning. Consequently, children enjoy different experiences that help to promote their personal, social and emotional development well. Children are making good progress, particularly in their communication and language development. They are curious and enthusiastic and show positive attitudes towards their learning. The childminder knows when to intervene in children's play and when to offer support to allow children to follow their own interests. The good balance of different types of teaching helps to keep children motivated and excited in their learning. The childminder introduces children to different themes. For example, during the inspection, children were learning about their bodies and naming body parts. The childminder finds creative ways to bring learning alive for children.

The childminder is aware of what makes children unique and special. She understands how different influences can have an impact on children's development and behaviour, such as their position in the family. By working closely with parents, the childminder develops a secure understanding about children and their families and knows how she can build on children's prior experiences.

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

- The childminder provides opportunities for children to experience challenge and stimulation. This is because she adapts her curriculum to children's changing needs, considering their age and stage of development and what they need to learn next. During the inspection, children looked for plastic body parts hidden in foam and used these to create a face. Older children quickly set about finding and naming each part as they created their face. Younger children enjoyed the sensation of the foam and the experience of slotting the features into the face. Therefore, children learn together but at their own pace.
- The childminder recognises the importance of introducing children to a wealth of language as they play and learn. She uses straightforward language with children and introduces them to multiple new words as they play, helping to expand their vocabulary. Throughout the day, the childminder talks to children about what is happening, explains things to them and asks for their opinions. Combined, all of this encourages children to grow into confident and articulate individuals.
- Children take immense pleasure from story times. The childminder and children snuggle up to read books. Together, they closely examine the pictures and talk about what they can see. Children show their enjoyment of sharing books as

they chose another story to read with great excitement.

- Although the childminder promotes children's good health overall, she does not have any current plans for teaching children about the ways that they can learn how to look after their teeth and make healthy choices.
- The childminder knows that young children need support to manage their behaviour. She reminds children about expectations and this helps to keep them safe. However, the childminder does not consistently encourage children to find ways that they can manage their strong feelings and begin to regulate their own behaviour.
- The childminder has made significant improvement to her practice. She now gathers extensive information from parents to help her to really get to know about children's home lives and experiences. This has wide-reaching, positive implications for all of her practice.
- The childminder is proactive in seeking out opportunities to develop her knowledge and skills. She undertakes training and is ambitious in wanting to continually improve her provision for children.
- Parents praise the childminder and the care that she provides. They receive regular updates from the childminder about how well their children are progressing. The childminder is kind and caring and children form close relationships with her. This helps them to feel confident and content in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives safeguarding the highest priority. She has undertaken extensive training to enhance her understanding of when children might be at risk of harm. She can now readily identify local and national safeguarding issues and is clear on what action she must take to report any concerns for children's welfare. The childminder is aware of the work of her local safeguarding partners in order to work in partnership if concerns arise. The childminder has a deep understanding of the pressures on families and knows her role in signposting them to additional support if needed.

What does the setting need to do to improve?

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

- expand on the curriculum to include more opportunities for children to learn about ways that they can promote their good oral health
- enhance the ways that behaviour is managed to encourage children to begin to learn how to regulate their own behaviours.

Setting details

Unique reference number	2615168
Local authority	Buckinghamshire
Inspection number	10269646
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	30 November 2022

Information about this early years setting

The childminder registered in 2020 and lives in Aylesbury. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides free, funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector discussed the intent of the curriculum, observed its implementation during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder. Throughout the inspection, the inspector spoke with the childminder and children at suitable times.
- The views of parents were obtained through written feedback and discussions.

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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