

Childminder report

Inspection date: 19 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of the nurturing childminder. They benefit from strong attachments with her and seek reassurance from her when needed. Children demonstrate that they feel safe and secure as they confidently explore her home and the resources on offer.

Children follow a curriculum that matches their individual needs and interests. As a result, they have positive attitudes to their learning and display good levels of engagement in adult-led activities as well as their self-chosen play. For example, children concentrate deeply and persevere with tasks, such as when sorting shapes and building with blocks.

Children are well supported, including children who speak additional languages. The childminder, who speaks Polish, reads children books in their home language and chats with them to engage them in conversations in English and Polish. She explains to the children the meanings of new words in both languages. This helps children to extend their vocabulary and supports their developing communication and language skills effectively.

The childminder has high expectations of children's behaviour. On the rare occasion that children squabble, she supports them to resolve their conflict and explains to them the importance of sharing resources and taking turns. Consequently, children play harmoniously together and are kind to one another. This promotes their personal, social and emotional development successfully.

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

- The childminder supports children's understanding of the world they are growing up in very well. For example, children enjoy a variety of outings with the childminder. They visit local parks and farms, go on nature walks and attend weekly playgroups. This helps them learn about the local community and gives them plenty of opportunity to be physically active. Children see different places and make meaningful connections with others, which further benefits their personal development effectively.
- The childminder has a clear vision of what she wants children to learn and how she can achieve this. She plans activities that cover a broad range of learning goals. For example, children demonstrate good levels of engagement and concentration as they pick up small objects with tweezers and pop them into the matching coloured cups. This supports their hand-eye coordination, small-muscle development and early mathematical learning efficiently.
- The childminder is enthusiastic about her role in caring for children. She knows children's individual personalities well and ensures that the activities on offer are

planned with their current interests in mind. Children show high levels of enjoyment during activities, such as when they play in the toy kitchen. However, the childminder has not fully considered the impact of background noises on children's listening and attention skills, such as music playing when she gives them instructions during activities.

- Overall, the childminder promotes children's independence skills successfully. For example, she teaches children how to put on their coat and shoes independently. However, very occasionally, the childminder does not consistently make the most of these learning opportunities to teach children about their own personal self-care routines. This means that, at times, their personal development is not fully supported.
- The childminder evaluates her setting effectively. She regularly informs herself through reading literature and completes professional development courses to further extend her own knowledge. This helps her to support the individual needs of the children in her care successfully.
- Parents speak highly of the childminder and the care their children receive. They are pleased with the progress that their children make. Parents comment that they are kept informed regularly about their children's day-to-day activities and progress. The childminder works collaboratively with parents to support their children's development and learning at home and in her setting. For example, she works with parents to support children when they are ready to be toilet trained.
- The childminder gathers detailed information about children and their families from the start. She finds out about children's routines and development at home before parents leave children in her care. The childminder uses this, along with her own assessments of children's learning, to plan for the next steps in their development. This further supports children to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust safeguarding and child protection knowledge. She confidently understands her responsibilities to help keep children safe. The childminder undertakes mandatory training to help keep her safeguarding knowledge up to date. She ensures that she is fully aware of the work of the local safeguarding children partnerships. There are clear and concise procedures for the childminder to follow if she has concerns about children's welfare. She has a secure knowledge of the procedures to follow should an allegation be made against herself or any adult living in her home. Additionally, the childminder risk assesses her home daily to ensure that children have a safe environment to play and explore.

What does the setting need to do to improve?

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

- review and improve the impact of background noise on children's listening and attention skills during activities
- strengthen children's hygiene routines and self-care skills further.

Setting details

Unique reference number	2616374
Local authority	Buckinghamshire
Inspection number	10295607
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	4
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in High Wycombe, Buckinghamshire. She operates from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. She is registered to provide overnight care.

Information about this inspection

Inspector

Katharina Hill

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 provider.
- The inspector observed the implementation of the curriculum during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder, and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the views of parents provided on the day of 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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