

Childminder report

Inspection date: 20 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 are safe and happy in the childminder's care. They build positive attachments with her, enjoying her company as they sit and play. Children benefit from tailored settling-in visits. These particularly help those impacted by COVID-19 to adjust to the childminder and their new surroundings.

Children develop good levels of independence for their age. The childminder considers the sequence of skills that they need to learn to help them manage tasks for themselves. For instance, young children successfully learn to drink from cups by themselves, as their prior experiences build up to this point.

Children engage in the exciting learning opportunities on offer and they concentrate well. They sit and listen attentively to stories that the childminder reads to them, turning the pages to join in. They excitedly respond to simple questions with babbles and single words, which the childminder positively praises.

Children demonstrate a good understanding of rules and expectations. After playing with toys, they respond to directions to tidy away and they keep putting all the toys in the box until they are finished. Children are familiar with daily routines. For example, they follow the childminder to the bathroom and are eager to copy their peers and join in with handwashing.

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

- The childminder has a clear vision for the curriculum. For example, she has two aims for each area of learning that she wants children to achieve. The childminder is able to explain the sequence of skills she will teach children to help them reach this aim. She confidently describes the resources she will use to develop children's hand muscles and help them to learn to use scissors independently.
- Children are determined learners. The childminder provides plenty of opportunities for them to practise their physical skills. For example, younger children develop their hand-to-eye coordination. They learn to pick up blocks and place them on top of others to make towers. Children develop their large-muscle skills as they learn to use their feet to propel themselves forwards on ride-along toys. Children do not give up and keep trying when they find this tricky.
- Children are supported well to learn how to play alongside others harmoniously. For example, when children want to play with the same toys, the childminder sensitively encourages them to make choices. Children follow her guidance and choose two vehicles to play with and hand two to their friends. This helps them to begin to learn about sharing.

- Children develop an early understanding of oral hygiene. When learning about the dentist, they look in the mirror as they hold a toothbrush and brush in small movements. The childminder challenges children to brush different parts of their teeth. Children persevere well and enjoy these experiences which help to give them life skills.
- The childminder knows the children in her care well. However, she is not fully effective at using the information she gathers about children's experiences to inform some aspects of the curriculum. For example, children are yet to benefit from rich and varied experiences to help them learn about the wider community and how they are unique.
- The childminder is positive about continual improvement. She gathers the views of parents and responds to the feedback they give on her service. For instance, following a parent questionnaire, she now sends parents information about the week ahead to help them support their children's learning at home.
- The childminder has plans to further develop her practice. Following mandatory training, she intends to complete professional development to deepen her knowledge about the early years foundation stage and how to support children with special educational needs and/or disabilities.
- The childminder develops positive relationships with other settings that children attend. For instance, she supports children on their transition to pre-school by sharing information about their learning with staff. She also accompanies children on visits to pre-school in preparation for their move. This helps them become familiar with their new environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her responsibility to keep children safe. For example, she follows robust risk assessments to ensure that she uses the spaces in her home appropriately, particularly during building works. The childminder ensures that her safeguarding knowledge is up to date. For instance, since registration, she has completed training to ensure that her knowledge of local safeguarding partnership procedures is secure. The childminder is able to confidently describe signs and symptoms of abuse, such as in relation to radical or extreme views and behaviours, and domestic violence. She has a good understanding of local safeguarding issues.

What does the setting need to do to improve?

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

- act upon information provided by parents more effectively to provide rich and varied experiences that promote children's personal development from their starting points.

Setting details

Unique reference number	2622275
Local authority	Buckinghamshire
Inspection number	10276114
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Aylesbury, Buckinghamshire. She operates Monday to Friday all year round from 7.30am to 6pm. The childminder accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the childminder's quality of teaching, and both jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector and childminder discussed plans she has in place to help her further develop her knowledge and skills.

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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