

Childminder report

Inspection date: 23 June 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 confident and happy in the care of this nurturing childminder. They form close and loving bonds with the childminder, who knows each child well. The childminder makes sure that every child's individual needs are met. She gets to know their unique interests and plans exciting experiences that spark their curiosity and motivation to learn. For instance, children are fascinated to search for insects in the garden with a magnifying glass. They delight in experimenting with how the size of things change when looking through the glass. The childminder helps children learn and use new vocabulary, such as 'dandelions' and 'pollen', as they talk about the wildlife in the garden. She supports the children to express their thoughts and ideas as they describe the similarities and differences between the insects they discover. Children make good progress across all areas of learning.

Children display good manners and understand the importance of being considerate and kind to one another. For instance, they get resources for their friends and feel proud that they have been helpful. The childminder has high expectations for behaviour and communicates this to children in a positive way. This supports children to develop good social skills as they form friendships and develop a sense of belonging in her home.

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

- The childminder recognises the importance that going out in the local community has on supporting children's social skills and understanding of the world around them. She takes children to regular playgroups, soft play and music and movement classes. They visit the local library and parks. The childminder makes sure that all children have a wide range of experiences to build on their knowledge and plenty of opportunities to try new things.
- The childminder places support for communication and language development as the highest priority for children. She understands and values the importance of a language-rich environment where children hear a wide range of words and have opportunities to talk and develop their critical thinking skills. The childminder asks questions, explains and describes what children are doing to support their understanding. Children enjoy times spent talking about their views and expressing their feelings.
- Children benefit from plenty of opportunities to be physically active and spend time outside. For example, young children negotiate the space as they move around on ride-on vehicles. They develop their balance and coordination as they use climbing equipment and build their core strength.
- The childminder is committed to continuing her professional development and consistently improving her provision for children. She has undertaken training and worked hard to develop a curriculum that supports each child's individual

needs and next steps in learning. When delivering planned and adult-led activities, she has clear intentions for what she wants children to learn, and she engages children in purposeful and meaningful play. However, she does not focus planning as strongly during periods of child-led play to consider more precisely what she wants children to learn during these times.

- The childminder has formed good partnerships with the local school, the pre-schools and any additional settings that children attend. She ensures that she finds out about what children have been learning and shares information about their progress with other professionals, such as for the two year progress check.
- The childminder promotes children's growing independence extremely well. She offers children opportunities to do things for themselves wherever they can. For instance, children chop and serve their own bananas at snack time. They persevere to put on their own shoes to go outside. Children take great pride in achieving these small but important skills.
- The childminder supports children's care needs with sensitivity and respect. For example, she checks if children are happy for her to change their nappy and gives them plenty of notice to finish what they are doing before moving on to something new. She recognises when children are feeling tired or hungry and makes sure that they get the rest they need throughout the day.
- Parents have high praise for the childminder, and they value the care and education she provides for their children. The childminder shares information with parents about children's learning and ideas to support children to continue their learning at home. For instance, suggesting books that parents can read to their children at home to promote their communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in safeguarding children. She understands the signs and symptoms that may indicate that a child is at risk of harm. The childminder is aware of the procedures she must follow to report any concerns she might have about the welfare of a child. She knows what to do in the event of an allegation about herself or anyone living and working at her property. The childminder carries out risk assessments and takes steps to minimise any hazards in her home. She helps children understand how to keep themselves safe. For instance, learning about road safety on their walk to collect older children from school.

What does the setting need to do to improve?

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

- strengthen planning during child-led play to focus more precisely on curriculum

intentions and what the childminder wants children to learn.

Setting details

Unique reference number	2627843
Local authority	Buckinghamshire
Inspection number	10289140
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	0 to 10
Total number of places	4
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Haddenham, near Aylesbury, Buckinghamshire. She operates term-time only, from 7.30am to 5pm, Monday to Friday.

Information about this inspection

Inspector

Alice M Roberts

Inspection activities

- This was the first routine inspection the provider 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 she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed written feedback from parents and took account of their views.

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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