

Childminder report

Inspection date:

26 November 2024

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

Children show that they feel safe and secure at this welcoming setting. The childminder has created different areas for the children to explore. For example, there is a cosy reading area, and spaces for construction, creative and messy play. The childminder gathers information from parents about their children when they first start. She follows routines from home and finds out about children's likes and interests. This means she is able to build strong relationships with children and their families.

Children are happy, and they behave well. They show affection towards the childminder and seek her out for comfort. For example, children who are tired enjoy quiet time and lots of cuddles. This helps to support their emotional well-being. The childminder gives children clear instructions, and they show they understand the routines. Children happily help to tidy up when they have finished an activity.

The childminder provides opportunities for the children to be physically active and be out in the fresh air. Regular trips to the local park enable children to develop their physical skills through balancing, running and climbing. The childminder continues children's learning outdoors. For instance, in her garden, children enjoy mark making by using chalks and enjoy exploring a variety of activities.

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

- Since the previous inspection, the childminder has focused on improving her curriculum. She has worked with other agencies to focus on what she wants children to learn and achieve during their time with her. However, the childminder recognises that this could be enhanced further. For example, at times, the intent and impact for children are not precise enough to fully support their development.
- The childminder accesses a range of professional development opportunities to improve her practice. She attends training and has a network of local childminders to share information and knowledge with. Recent information she has received regarding safeguarding has led her to updating her safeguarding policy.
- The childminder completes regular observations and assessments of children to inform her planning and to help identify gaps in their learning. She works closely with parents and other settings children attend to share appropriate information. However, the childminder is yet to consider how reflective practice supports identifying further areas of development for children. This means, at times, children's learning is not taken to the highest level.
- Overall, activities are planned to capture children's interests and help them

further their development. As a result, children stay at activities for extended periods of time. For example, children show delight as they explore new textures during play. They proudly show how they mould sand into different shapes.

- The childminder ensures that children develop a solid foundation in mathematics through activities, such as counting objects during play, recognising shapes and exploring positional language. Children then use this language independently.
- The childminder supports children's communication and language well. She encourages younger children to extend their vocabulary by building on their sentences. Older children are asked questions as they play to extend their conversations. As a result, children are confident communicators.
- Children are encouraged to be independent. They complete tasks for themselves, such as managing their own personal hygiene. Children confidently feed themselves. This helps them to feel a sense of achievement.
- The childminder supports children to understand how to lead a healthy lifestyle. She provides healthy snacks and meals, and children drink plenty of water throughout the day. The childminder adapts the routine to meet the needs of children. For example, she recognises when children need to rest and sleep. She has created a cosy room, and children settle quickly to sleep as they listen to the calming music.
- The childminder supports children's personal, social and emotional development well. Older children enjoy showing younger children how to complete tasks, such as using the construction toys. If children struggle to share, the childminder supports them to find solutions. She is a good role model and reminds children to use good manners. Regular outings to playgroups provide children with the opportunity to mix with children of different ages and to develop their social skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- plan the curriculum even more effectively, so children benefit from teaching that precisely targets their individual learning goals
- enhance reflective practice to further strengthen the quality of teaching.

Setting details

Unique reference number	2633541
Local authority	Buckinghamshire
Inspection number	10332717
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	6
Number of children on roll	6
Date of previous inspection	29 January 2024

Information about this early years setting

The childminder registered in 2021 and lives in Steeple Claydon, Buckinghamshire. She operates all year round, from 7am to 6pm, Monday to Friday. The childminder holds a relevant level 3 qualification.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.

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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