

Childminder report

Inspection date: 23 August 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

The childminder supports the children to move safely around her home, and they choose where they want to play and what they want to play with. The childminder joins in with children's play. She gets down to their level and talks to them about what they are doing. Children receive care and attention, which supports their emotional well-being and ensures that they are happy to learn and play. They chat and smile confidently, showing they feel safe.

Children behave well and are eager to learn. They become excited and engrossed in an activity to make fruit kebabs, following reading a favourite story 'The Very Hungry Caterpillar'. Children enthusiastically talk about their butterfly paintings and share their ideas about what fruit they will put onto the skewers. They safely use knives to cut fruit into cubes and discuss that they are making a pattern, developing their hand-eye coordination to thread the fruit onto the sticks.

Good planning ensures that the childminder provides activities that excite and engage children, both indoors and outside. The childminder is an advocate of outdoor learning. When in the garden, children enjoy exploring the wide range of resources and activities. For example, they kick balls to each other and celebrate when they score a goal. They carefully transfer water from a dispenser to water the fruit and vegetable plants that they have grown from seed. The childminder reminds them what they have grown, such as pumpkins, Brussel sprouts and nasturtiums.

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

- The childminder knows the children in her care well. She observes them as they play and supports their differing needs and abilities. This is evident as she promotes children's language skills. She makes eye contact with younger children and repeats words clearly so that they can hear the words correctly. The childminder asks older children thought-provoking questions, such as 'what do you think will happen if...?'
- Children understand the importance of handwashing. For example, they sing a song about washing hands thoroughly. Children regularly undertake this task after playing in the garden or before eating their lunch. The childminder has a clear healthy-eating policy and encourages children to eat their savoury food before moving on to sweeter things, such as yoghurt and fruit.
- The childminder provides children with continuous opportunities to develop independence. For example, children help to set up for lunchtime and clear away their plates when they have finished. The childminder also works with parents to ensure that children achieve independence in toileting. This helps to prepare children for the next stage of learning, such as school.

- The childminder prepares and plans focused activities that follow children's interests and levels of understanding. Children enjoy exploring books independently, turning pages and pointing at the pictures. The childminder reads children stories and uses different tones of voice to capture their interests. However, at times, some children become less engaged as they become distracted by their peers as some activities take too long.
- Parents are very complimentary about the 'home-from-home' service the childminder provides. They value the range of activities their children take part in and feel involved in their children's development.
- The childminder plans an effective and ambitious curriculum for all children. She values each child's uniqueness and nurtures their character. This helps children to become confident and to develop a positive sense of self. She is committed to her role and is incredibly ambitious for all children. She values each child's uniqueness and nurtures their character. Children are confident and develop a positive sense of self.
- The childminder is passionate and enthusiastic about what she does. She is highly reflective regarding the provision for the children and her own professional development. She has undertaken a range of additional learning and also meets with other childminders to discuss good practice and share ideas. This ensures that her practice and the provision are constantly evolving and improving.
- Supporting children's mathematical development is one of the childminder's strengths. She introduces children to numbers and shapes as they play. Children learn about different mathematical concepts, including size and simple fractions.
- Children learn about the wider world as they explore different countries and learn about different festivals. Children benefit from attending social groups with the childminder. They develop the confidence to play with larger groups of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to protect children. She knows the procedures to follow if she has concerns about a child's welfare or if an allegation is made against herself or a member of her household. The childminder updates her knowledge and understanding of child protection. She attends regular training, which includes subjects such as protecting children from extremist views. The childminder has a range of hygiene measures in place to ensure the health and safety of the children attending. She ensures that the premises are safe and secure and identifies and removes any potential hazards.

What does the setting need to do to improve?

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

- review and adapt the organisation of group sessions, such as lunchtime and focused activities, so that children of all ages remain actively involved and engaged in their learning.

Setting details

Unique reference number	2640435
Local authority	Buckinghamshire
Inspection number	10301682
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Aylesbury, Buckinghamshire. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds a relevant level 3 qualification.

Information about this inspection

Inspector

Chris Lamey

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 childminder and has taken that into account in her evaluation of the provision.
- The childminder showed the inspector the premises, and they discussed how she ensures that the premises are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact this has had on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.

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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