

Childminder report

Inspection date: 26 March 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	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 this childminder. They demonstrate that they feel safe and that they enjoy attending. Children have formed a close bond with the childminder, and they have developed some lovely friendships with each other. Children demonstrate a positive attitude to learning. They are excited about the activities planned by the childminder and have fun together overall. The childminder supports the children's self-initiated play well. For example, she joins in with the children's games and supports their imagination well as she asks questions and talks about what 'ice cream' they are selling and making in the shop.

The childminder has high expectations of the children and knows what they need to learn next. Children very much enjoy exploring the garden and outdoor environments. They experience regular trips in the locality, such as to local parks, farms and the library. The childminder supports children's language development very well. For instance, during play, she speaks clearly to them and corrects their communication sensitively to help with pronunciation. Children hear and use numbers in their play successfully, as the childminder models counting skills at every opportunity that she can. As a result, children make good progress in their learning and development.

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

- The childminder gathers a good amount of information from parents when children first start with her. This enables her to plan effectively for the children to meet their individual needs. The childminder has a good understanding of the areas of learning, she knows how activities support children and she interweaves learning successfully into activities to provide an ambitious curriculum.
- Children's behaviour is good. They show kindness and consideration to each other as they talk, and they wait their turns well when using equipment and toys. Children demonstrate that their friends are important to them as they chat and giggle together as they play. The childminder is proactive in supporting children's social skills. For example, she takes children mix with other children each week.
- The childminder communicates well to the children. She offers an ongoing dialogue to them as they play and uses repetitive language well. Children's language is further supported as they enjoy singing songs together and looking at books, which helps them to learn about sounds, words and language. The childminder supports children's understanding of safety well. For instance, she talks to them about road safety as they play on their bicycles and in their toy cars.
- The childminder follows children's interests appropriately and provides them with a good balance of planned activities. However, although the childminder is

attentive to the needs of less-confident children, activities are not always planned as successfully to help them take a more active role. Nevertheless, activities provided help children practise their fine motor control with their hands and fingers. For example, children use different tools to decorate their Easter baskets and eggs. Children enjoy exploring with media and materials and have fun as they make marks in the garden and explore with the sand.

- The childminder teaches children about the importance of living a healthy lifestyle. She takes children outside daily, embeds good handwashing routines and talks to the children about how eating healthily gives them energy. Although children eat together well, the snack time routine is not as well organised as the lunchtime routine.
- Parental feedback is very positive about the care and support that the childminder offers. The childminder keeps parents up to date with what their children are doing each day through regular text messages, photos and verbal communication. Parents describe the childminder as 'compassionate' and 'kind' and say that she delivers exceptional care and provides a varied and stimulating programme of activities for the children.
- The childminder reflects suitably on the activities she provides for children. She includes children and families in her evaluations to gather their thoughts about what she offers, to help her raise the quality even further. The childminder takes part in regular training to update and refresh her knowledge and 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:

- review snack time to ensure that there is a fully consistent approach to promoting children's good health
- strengthen arrangements further to fully support all children to take an active part in large-group activities, particularly children who are less confident at these times.

Setting details

Unique reference number	2648772
Local authority	Buckinghamshire
Inspection number	10332941
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 4
Total number of places	3
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 High Wycombe, Buckinghamshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Tracy Bartholomew

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 their evaluation of the setting.
- The childminder explained the curriculum during a learning walk with the inspector.
- The childminder and the inspector carried out a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- The inspector took account of parents' views through their written comments.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of the childminder's paediatric first-aid training.

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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