

Childminder report

Inspection date: 15 January 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 flourish in the care of the kind, nurturing childminder and her assistant. They stay engaged in their learning for long periods of time. They show good levels of enjoyment in their play. The childminder and her assistant know them well and provide resources and experiences that they know children will enjoy. Children feel safe and secure and confidently move around. They choose where they want to play and independently select resources and toys to enhance their activities. The childminder is passionate about ensuring that children have the freedom and time for outdoor learning. Children have good opportunities to develop their physical skills. For instance, they routinely visit the parks and practise skills such as climbing the steps on the slide. Children use their imaginations as they pretend to shop, and count the 'food' they have bought. The childminder skilfully extends this learning, teaching children about healthy food options. Children are kind and considerate and their behaviour is good. They learn these skills, for example, through watching and copying the behaviour of the childminder and her assistant, who are extremely patient and respectful of children.

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

- The childminder provides a varied curriculum that builds on what she finds out about children when they first start. She understands the important key skills that children need to have by the time they start school. For example, she supports children to develop their independence. This helps children to be ready for school when they start this next stage in their lives.
- Children delight in taking part in singing and rhyme time, which forms part of the daily routine. Children become extremely excited as they join in with familiar actions, which the childminder and her assistant model enthusiastically. These activities help to foster children's speech, socialisation and large physical skills. The childminder uses visual aids, such as puppets, to engage younger children.
- Children's personal development is promoted well. For example, the childminder talks about the importance of washing hands before mealtimes and provides separate towels to minimise cross-infection. She encourages children to use 'please' and 'thank you' at mealtimes as they choose their own fruit and independently peel the bananas. Children are confident to talk about what food is good for their teeth. Children are beginning to learn about the importance of healthy lifestyles.
- The childminder and her assistant know the children really well. There are good procedures in place to monitor children's progress and quickly identify any gaps in their development. However, at times, children are not supported to build on what they already know, especially during children's self-chosen play.
- The childminder gathers information from parents about children's prior abilities when children first start. She uses this information, along with her own

observations and assessments of children's development, to plan for their learning. For example, children are given safety knives to cut up fruit. The childminder holds the fruit and explains that they need to move the knife back and forth. This enables children to complete the task on their own.

- The childminder works in partnership with parents and keeps them informed about their children's progress. Parents are very positive about the childminder and her assistant. They comment on how they feel welcomed and on how smooth the transitions have been when their children start. Parents describe the skills that their children have learned since attending, such as developing their confidence and their communication skills.
- The childminder and her assistant attend a variety of training that helps to keep their knowledge of safeguarding and other aspects of health and safety updated. They have a good understanding of the potential risks to children, the indicators of abuse and how to report concerns. This helps them to keep children safe from harm.
- The childminder and her assistant reflect on how they can improve the provision. They access a range of professional development opportunities to improve their practice. For example, they have completed training to support children with their communication and language skills. The childminder talks about now focusing on children's independence and ability to build relationships with others.

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:

- develop the already good-quality teaching, and help assistants to build on what children already know during their self-chosen play.

Setting details

Unique reference number	2652999
Local authority	Buckinghamshire
Inspection number	10308715
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in High Wycombe. The childminder works with one assistant. The childminding service offers care for children from Monday to Friday, from 8am to 5pm, all year round. The childminder is in receipt of early education funding for children aged three and four years.

Information about this inspection

Inspector

Claire Boparai

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage 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 and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder showed the inspector the premises and discussed how they ensure the premises are safe and suitable.

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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