

Childminder report

Inspection date: 22 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder plans an exciting curriculum that focuses on supporting children to gain the skills that they need for moving on to school. The curriculum encourages children to make choices about their learning and to get along with others. It is successful in achieving all. Children demonstrate their ability to play together well. They decide what they would like to play with and use their imagination as they play together, such as making dinner in the role-play area. The childminder provides a variety of first-hand experiences and outings in the local area. For example, children go on regular trips by bus to the local library. Children enjoy these trips and gain an interest in books and reading, which boosts their literacy skills. Children talk with excitement about travelling by bus and playing in the local woodland, where they are physically active and enjoy fresh air and exercise. The childminder's curriculum fuels children's interest, curiosity and understanding and they excitedly retell their experiences of visiting the local town.

The childminder successfully teaches children to be kind, respectful and have good manners, even when eager to talk, they allow each other to speak and listen intently. When playing, they take turns well. Children show genuine concern and care for each other. Consequently, each child feels valued and they gain an excellent awareness of each other and what makes them unique.

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

- Children are fluent, coherent and expressive talkers, who talk at length about their experiences and the things that interest them. For example, they talk about recent holidays, snow and dinosaurs with animation and authority. The childminder and children engage in easy conversation throughout the day, this increases children's desire to talk and expands on their vocabulary.
- Children are making good progress in their development. The childminder recognises when children need extra support and adjusts her curriculum and activities to focus on what they need. Close working with parents enables a two-way conversation about how best to support children and any gaps in their learning or development close quickly because of the consistent support.
- Occasionally, the childminder does not advance children's learning by taking the cue from them when they discuss what they know. For example, when children recognise patterns and identify similarities, the childminder does not consistently expand on this to deepen their understanding.
- The childminder encourages children to play group games that promote their patience, cooperation and turn taking. She understands that children need to develop these skills in readiness for when they move on and start school. Her clear and concise explanation of the rules helps children to know how to play and what is expected. Children sustain their attention at games for long periods

of time and become excited at the prospect of winning.

- Older children support younger children as they play together. They copy the childminder's gentle and positive interactions, asking younger children if they can name colours and numbers that they recognise themselves. This shows good peer support as younger children learn from playing with older children.
- The childminder recognises some areas of her curriculum that she would like to develop, such as knowing how to further support children's mathematical development. However, she has yet to find professional development opportunities to enable her to address this.
- Parents praise the childminder for the support and advice she offers them. This helps them to support children at home, especially during times, such as toilet training. The childminder shares regular information about children's learning so parents are fully aware of their children's progress and they know how they can support children at home.
- The childminder works with a co-childminder and this is beneficial for the childminder and children. By sharing ideas and encouraging each other, the childminder remains organised and motivated in her work.
- The childminder has a good awareness of safeguarding matters and knows what action to take should she have any concerns about children's welfare. She is vigilant in supervising children and ensures that she maintains a safe environment at all times. Consequently, children feel safe in her care.

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:

- build on children's motivation for learning when they demonstrate what they know already to further advance their development
- expand on good knowledge and skills to ensure the curriculum continues to be challenging and ambitious for all children.

Setting details

Unique reference number	2682260
Local authority	Buckinghamshire
Inspection number	10367428
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and works with her mother, who is a registered childminder. Care is provided from her co-childminder's home in Thornborough. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. The childminder offers government funded places for children aged nine months to four years.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector completed a joint observation with the childminder. Throughout the inspection, the inspector spoke with the childminder, her co-childminder and children at suitable times.
- The views of parents were obtained through written feedback and discussions.

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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