

Childminder report

Inspection date: 9 October 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 provides a broad curriculum to support children in their learning and development. She makes good use of her home and the local environment to provide activities and play experiences that engage children. Children visit a local 'Forest School' where they learn about nature and the natural world around them. These experiences and the childminder's positive interactions all support children to make good progress in their learning and development.

Children respond positively to the childminder's calm and nurturing nature. For example, toddlers enjoy cuddles with the childminder, as she settles them for their nap. They respond with smiles as they drift off to sleep, demonstrating that they feel safe and secure in the childminder's care. The childminder role models positive interactions that support children to develop an understanding of how to engage well with others. She promotes healthy lifestyles for children by ensuring they get plenty of fresh air and exercise regularly. Additionally, she prepares healthy meals and snacks to support children's growth and development.

One of children's favourite activities in the setting is singing and dancing. They have plenty of opportunities to demonstrate their skills. Children move their bodies enthusiastically to music and toddlers smile broadly as they sway from side to side in time to the music. Children receive praise for their superb efforts, which has a positive impact on their attitudes to learning.

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

- Parents speak highly of the childminder. They value the many activities their children enjoy and comment that children are making good progress. There is a good two-way flow of information that supports home learning and consistency. This supports children's emotional well-being.
- The childminder has a good understanding of how children learn and develop. She makes good use of the information she gathers from parents to meet children's care and learning needs. She uses this information, alongside her observations of children, to build an ambitious curriculum. The childminder regularly checks children's progress to identify areas of development where children may be falling behind. This ensures that any potential gaps in children's learning is swiftly addressed, helping children to catch up with their peers.
- The childminder is particularly skilled at bringing nursery songs and stories to life. For example, children delight in making up stories using props and unique resources developing their imagination. During these activities, the childminder extends the use of props to enhance children's language and listening abilities. Children love to indulge in imaginative play as they pretend to make tea, asking the childminder if she would like milk and sugar.

- Children become increasingly independent. They find their shoes and coats before outdoor play and put them on with little or no help. Children carry out manageable tasks, such as spreading butter onto bread and cutting sandwiches in halves or quarters at lunch time. The childminder follows effective good hygiene practices. For instance, she ensures that children wash their hands before handling food, to minimise the spread of infection and support their good health.
- On the whole, the childminder interacts well with children during activities to support their ongoing learning and development. The childminder encourages children's interests. For example, they learn to count to ten and eagerly identify they have four objects when they need six to complete a task. However, at times, she does not provide additional challenge to older children to extend and deepen their understanding further.
- The childminder makes good use of her local community and childminding network. She plans daily trips outside the home, giving children the chance to interact with a range of different people and have new social experiences. The childminder meets with other childminders at local play groups, where children have a chance to do activities and learn with different children and adults. These experiences help build on children's personal, social, emotional and communication skills.
- The childminder attends regular training to keep her knowledge and skills up to date. She welcomes visits from the local authority who offer her guidance and support. The childminder requests regular feedback from parents to help identify strengths and any areas for development. This helps parents and the childminder to have a joined up approach to support children's individual steps in their learning.

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:

- provide more challenge to older children during adult-led play to help them to extend their learning and make even greater strides in their learning .

Setting details

Unique reference number	2683218
Local authority	Buckinghamshire
Inspection number	10360127
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The applicant lives in Stokenchurch, near High Wycombe, Buckinghamshire. She offers care from Monday to Friday, from 7am until 6pm, all year round. The childminder holds a relevant child care qualification at level 4. She is able to receive funding to provide free early education for children aged from nine months to four years.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- A joint observation was completed by the childminder and the inspector, indoors during a focused activity.
- The inspector took parents written feedback into consideration.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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