

Childminder report

Inspection date: 13 December 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

With a calm and patient manner, the childminder sets high aspirations for each child's development. Children are happy, and they behave well. They show affection towards the childminder and seek her out for comfort. For example, children who are tired enjoy quiet time and lots of cuddles. The childminder gives children clear instructions, and they show they understand the routines. Children happily help to tidy up when they have finished an activity before selecting the next one. Children receive consistent praise for their achievements. This helps to support their emotional well-being.

Children make good progress from their starting points. The childminder uses her secure knowledge of how children learn and develop to plan a broad curriculum that meets the needs of all children who attend. She makes regular assessments of what children know and can do and uses this information to plan for children's future learning.

Regular visits, such as to toddler groups and parks, provide children with opportunities to practise and build on their physical and social skills. Through consistent guidance, the childminder helps children learn how to take safe risks, which helps to promote their awareness of personal safety.

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

- The childminder is enthusiastic about children's learning and care. She reflects on her own practice and keeps her knowledge and skills up to date by attending training and conducting personal research. The curriculum is built around children's developing interests. She uses observations and regular assessments to plan activities to support children's next steps. For example, children enjoy working out how to unlock padlocks with keys as they match the corresponding number of dots to a written number. The childminder uses children's interest in transport to support engagement through providing a wide range of small-world cars and trains and larger construction vehicles.
- Children enjoy mealtimes and become excited when they are mentioned. They enjoy a good range of healthy foods and eat well. The childminder helps children to independently use their cutlery. She shows a good knowledge of children's dietary requirements, allergies and how to avoid cross-contamination. The childminder supports children's good health. She gently reminds them to wash their hands at regular intervals throughout the day.
- Culture and diversity are promoted well in the setting. Children learn about similarities, differences, culture and diversity through activities, such as cooking, craft activities and stories. They discuss different religious festivals to ensure that they develop a knowledge and understanding of the people within their

families, community and the world.

- The childminder organises a language-rich environment to enhance children's increasing vocabulary. Children repeat what the childminder says and learn new words. For example, as they play, the childminder expands their understanding of colours and shapes and supports children's developing interests in how magnets work on toy trains. However, on occasion, the childminder asks questions but does not provide children with enough time to think and respond with their own thoughts and ideas. This prevents children from fully exploring their own ideas and finding solutions to problems for themselves.
- The childminder has a wide range of resources that are available to children. She sets out some purposeful activities that are engaging and inspire children to be curious. For example, children enjoy exploring how a magnetic crane works and choose resources such as trains and cars to play with. However, the childminder does not organise the indoor environment fully successfully to enable children to freely play. The available floor space meets the requirements but the organisation of space and resources slightly inhibits children's opportunities for independent play.
- Parents report that the childminder offers a variety of experiences to children. She communicates regularly, ensuring that parents are well informed about their child's development and learning. The childminder has robust settling-in procedures to ensure that children's and parents' experiences are positive. This enables strong relationships to form and for children to quickly engage in learning within their environment.

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:

- strengthen support for children to think and respond with their own thoughts and ideas when asked questions
- review and improve the use of available space and resources, so they are organised effectively to meet children's learning needs.

Setting details

Unique reference number	2685179
Local authority	Buckinghamshire
Inspection number	10367516
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 7
Total number of places	5
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Iver Heath, Buckinghamshire. She operates all year round, from 7.30am until 6pm, Monday to Friday. She offers care for young children and wrap around care for older children, before and after school and in the holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this has on the children's learning.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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