

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

Children are happy in the safe and welcoming environment of the childminder's home. The childminder gathers information from parents about children's individual routines and follows these to help children settle in. Children show that they feel secure as they happily engage with the stimulating resources and activities available. For example, they laugh with delight when a pirate pops up as they play a game together.

Children learn to be independent in preparation for school. They use cutlery and put on their own coats and shoes. The childminder praises children's achievements and encourages them to use good manners. She has high expectations for children's behaviour and gently reminds children about the importance of sharing and taking turns. The childminder helps children to develop their patience and show consideration towards each other. Children behave well.

The childminder supports learning well as she plays and interacts with the children. They are motivated learners and enjoy exploring the resources available to them. The childminder plans and provides a varied curriculum for the children to help them build on their skills for the future. For example, as children choose songs to sing, the childminder encourages them to dance and move around to incorporate physical development.

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

- The childminder has a clear intent for children's learning. She uses regular observations to assess children's learning and development. The childminder identifies next steps for children and supports their progress using planned and spontaneous interactions. All children make good progress in their learning.
- The childminder supports children's communication and language development well. She talks to them about what they are doing and asks appropriate questions. However, the childminder does not successfully ensure that children can make themselves understood. For instance, the childminder does not routinely correct children's mispronunciation of words and on occasion talks too quickly. This means that they are not always able to hear or learn new words and their pronunciation is unclear.
- The childminder encourages children to follow good hygiene routines. For example, children learn to go to the toilet and wash their hands independently. The childminder gives children daily opportunities to be physically active. For instance, she takes them on daily walks and outings such as to parks and playing fields. This aids the development of the physical skills children need to explore their environment.
- The childminder supports children's understanding of the wider world. She

celebrates some cultural events and traditions with the children. Children enjoy outings in their local community, enriching their learning further. For example, they attend toddler groups and visit the local library. However, the childminder has not fully considered how to use other resources to enhance children's understanding of the similarities and differences within communities outside of their own experiences.

- The childminder encourages children to develop a love of books and stories. She has a wide variety of books and uses these effectively to support children's early literacy skills. Children freely choose books to read and show an interest in stories. For instance, they enjoy looking at the illustrations and excitedly identify the characters they see. Children join in with the childminder as she reads known phrases. She encourages children to re-read books that they love. This supports children to develop good early literacy skills.
- Children enjoy a good range of toys, resources and activities that support the curriculum. Encouraged by the childminder, children make choices about what they would like to do. The childminder reflects on the activities that she offers to the children effectively. For example, she rotates activities and books for the children in order to captivate their interest and maintain their concentration. This helps to support their learning and development well
- Partnership with parents is strong. The childminder shares information with them through daily communication and online messaging systems. She updates parents about what children are learning and how they can continue children's learning in the home. Parents appreciate the progress their children have made in their learning, and value the childminders' support.

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:

- ensure the correct language and pronunciation are modelled consistently, to fully support children's developing vocabulary
- develop further opportunities and resources for children to learn about people and communities that are different to their own to strengthen their awareness of diversity and the wider world.

Setting details

Unique reference number	2687912
Local authority	Buckinghamshire
Inspection number	10363621
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 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 childminder registered in July 2022. She lives in Buckingham. She provides care Monday to Wednesday from 8am to 5pm all year round. The childminder offers free early education for children aged two, three and four years. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Kate Robertson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together around the areas of the childminder's home used for childminding.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- The inspector and childminder discussed an activity and talked about how it supports children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- During the inspection, the inspector spoke to, and interacted with, the 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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