

Childminder report

Inspection date: 26 March 2025

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 is kind and caring and her warm and inclusive approach helps children to feel safe and settled. Children are learning about expectations for behaviour. The childminder is patient and encouraging. She supports children's communication and language development well through a wide range of effective activities. The well-designed curriculum builds on children's learning, considering what they already know and can do. The childminder understands about the local area and the needs and challenges that families experience when living in a rural village. For example, some families have less access to services and support. With this in mind, she designs her curriculum to provide activities to broaden children's experiences and expose them to new ideas and situations. This stimulates children's interest and curiosity about the wider world. Children enjoy role play and act out what they have learnt, for example that vets help make animals better and doctors help people.

There are clear and well thought out plans to support children with special educational needs and/or disabilities. The childminder adapts the curriculum effectively to meet the needs of all children and uses funding to ensure that children who are vulnerable to disadvantage have every opportunity to increase their knowledge and skills. Consequently, all children are making good progress in their development.

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

- The childminder focuses on supporting children's development of communication and language. She understands factors that can inhibit children's speech, such as overuse of dummies and computerised screens. To counter this, she provides a curriculum rich in opportunities for children to talk and listen. During story times, she takes her time to explain to children about the story and values their thoughts and ideas. The childminder encourages rhymes and songs and models clear and effective communication. This helps children to hear and use language to make connections with others and to find out about the world around them.
- The childminder presents opportunities for children to learn about mathematics and literacy in fun, meaningful ways. Children show an interest in birthdays and the childminder plans activities around this. They make play dough to shape into a cake, use tools effectively and measure and count ingredients. Children practise their early writing in birthday cards and delight in wrapping up boxes. This engages children and they become absorbed in their learning.
- Children are learning about expectations for behaviour and how to manage their emotions. Overall, the childminder supports this well. However, occasionally, she negotiates and compromises on activities and the daily routine rather than reminding children about the rules that are in place to keep everyone safe and

happy.

- The childminder knows that children need to move and climb and be energetic. She understands about self-regulation and providing children with opportunities for them to find ways to soothe and comfort themselves. The childminder's high level of understanding about children's personal, social and emotional development, generally helps children to understand and find a name for their feelings and emotions.
- Children's moves in and out of the setting are well supported as the childminder works closely with parents and other settings that children attend. This gives children continuity in their care and learning as all work together professionally and effectively. However, changes in activities during the daily routine are not always managed so well. As a result, children sometimes become frustrated and reluctant to want to move on.
- The childminder has ambitious plans to enable her to increase her personal effectiveness. She undertakes training in response to areas she identifies that she needs to enhance. For example, recently, she has completed training to increase knowledge of how to support children with special educational needs and/or disabilities. This is having an evident positive impact on her curriculum and the good quality of her teaching.
- Through training and reflection on her practice, the childminder demonstrates a secure understanding about how to keep children safe in her care. She knows how to identify signs that children might be at risk of harm and develops her policies and procedures in line with local safeguarding partnership guidance.

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:

- find further ways to help children to understand about why rules are important and encourage them to understand how their behaviour can affect the feelings of others
- encourage children's greater understanding about the daily routine and planned activities, so they know what to expect next and are more prepared for changes.

Setting details

Unique reference number	2700247
Local authority	Buckinghamshire
Inspection number	10380387
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	0 to 9
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 2022. She lives in Winslow, Buckinghamshire. The childminder offers care on Wednesday and Thursday, from 7.30am until 5.15pm, term time only. The childminder holds an appropriate childcare qualification equivalent at level 3, The childminder offers government funded places for children aged nine months to four years and children in receipt of funding for disadvantage.

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.
- Throughout the inspection, the inspector spoke with the childminder and children at suitable times.
- The inspector and childminder discussed an activity and how this contributed to children's learning.
- The inspector read through written feedback from parents and took account of their views.

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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