

Childminder report

Inspection date: 9 July 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 creates a welcoming home-from-home environment for children. She puts out toys she knows they will enjoy and greets them kindly and warmly on arrival. When needed, children receive extra cuddles to help them settle and be ready to play and learn. Children respond by moving confidently around her home, happily interacting with the childminder and each other. Children show all the signs that they feel safe and secure. Children behave typically for their age. The childminder embeds routines well so that children know what is expected of them. They learn well to cooperate with requests and help with age-appropriate tasks.

The childminder wants children to achieve well during their time with her and to be ready for the next stage in their learning. She focuses especially effectively on building children's confidence and independence. She ensures children have plenty of time to practise putting on their own shoes and coats. She ensures children have opportunities to play and explore independently together, so they can practise working together cooperatively, sharing and taking turns. She makes effective decisions about when to join in this play and when the best learning will come from taking a step back and allowing children to take the lead.

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

- The childminder regularly reads with children. She provides a range of inviting books and children enthusiastically choose favourite stories, eagerly sitting down to listen to the words and look at the pictures. The childminder reacts to these times with the same enthusiasm as the children. Her positive attitude and clear reading help children to develop a love of books and a positive attitude towards reading. This prepares them well for later literacy learning at school.
- The childminder has a broad overview of what she wants children to learn. She understands the importance of talking clearly with children to promote their language skills. She takes children on an interesting variety of outings to expand their knowledge of the world around them. However, she is not always clear about what she specifically wants children to learn from activities and experiences. For example, she does not clearly identify the knowledge and language she wants children to have after studying the life cycles of minibeasts. She is not clear about the precise skills she wants children to gain in order to confidently use mathematics to solve problems. This means that teaching, while impactful, is not always closely focused on what children most need to learn next.
- Children really enjoy exploring the resources on offer. The childminder carefully considers what she makes available to them and is careful to not overwhelm them with too much choice. This way, children really explore what is on offer, which helps to develop their focus, concentration and curiosity. For example,

children use building bricks and small world figures to create imaginative scenarios. They enjoy working out how to use different containers to collect and transport water outside.

- The childminder meets children's care needs safely and diligently. She organises routines well so she can closely supervise children at all times. She provides nutritious meals, talking positively about healthy foods. She works closely with parents as children learn to manage more of their intimate care needs for themselves. This secure practice helps promote healthy habits in children, as well as ensuring they remain safe.
- The childminder makes all children feel welcome and valued. She recognises that children come with a range of experiences and understandings of the world in which they live. However, she has not fully considered how to ensure children learn well about the diverse world in which they live to best prepare them for life in modern Britain.
- The childminder has taken effective steps to build on her knowledge of child development to enhance her teaching further. For example, she took part in a mentoring programme to help her review her provision and develop confidence in what she does. The impact of this is seen in the good quality care and learning she provides for children.

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:

- develop more detail to the curriculum intent, focusing on clearly identifying the specific skills and knowledge children most need to learn next
- provide more opportunities for children to learn about the similarities and differences between themselves and others.

Setting details

Unique reference number	2734920
Local authority	Buckinghamshire
Inspection number	10399977
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 6
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Aylesbury. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education for children aged nine months and above.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder spoke with the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views, and the inspector took these into account.
- 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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