

Childminder report

Inspection date: 15 May 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children feel safe, secure and well cared for in the childminder's welcoming home. They form strong and affectionate bonds with her due to her warm, nurturing and responsive nature. Children show their deep sense of trust when they approach her for comfort and reassurance. They cuddle up close to her during quieter moments in the day. The childminder knows each child well. She tailors her support with empathy and helps children to manage their emotions effectively.

Children follow the consistent routines of the day with ease. They are settled and grow in confidence and independence. For example, they willingly help tidy up, wash their hands and prepare for mealtimes. Children understand and follow the childminder's clear instructions and boundaries. They mirror her kindness and respect when offering to help their friends, such as helping to put on younger children's shoes.

Outdoor learning is a key strength of the setting. Daily access to fresh air and a variety of real-life experiences support children's overall development. Regular outings to farms, parks, play groups and libraries provide rich learning opportunities. Children observe nature first hand and interact with different people in the community. This broadens their understanding of the world and helps develop valuable social skills. Children show immense pride in themselves and their learning environment. They welcome new visitors and confidently show what they enjoy doing. Children make good progress.

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

- The childminder places a strong emphasis on developing children's language skills. She narrates their play, models lively conversation and introduces new vocabulary during daily activities. For example, on their nature walks, children learn about snowdrops, bluebells and daffodils. Through stories, songs and engaging discussions, children quickly acquire and use new words. The childminder often reminds children of past events to help them connect their prior and new learning. Older children begin to show recall of past experiences.
- The childminder supports children's physical confidence and emotional resilience well. Outdoor activities and garden play are central to the daily routine. There are plenty of opportunities for children to develop their fine and gross motor skills. Children show determination when practising physical tasks, such as kicking footballs to score goals in the net. They delight in celebrating their successes with the childminder. Furthermore, the childminder models using pipettes to collect water. Older children, in particular, persevere with this tricky task, which helps to strengthen the small muscles in their hands. These types of activities prepare children for their eventual move to school.

- While the childminder offers an engaging environment, at times, she does not always plan more targeted activities or consistently adopt high-quality interactions that are closely tailored to children's individual stages of development. Consequently, on occasion, she does not always extend children's existing knowledge and skills and ensure every child reaches their full potential.
- The childminder's learning environment is inclusive and rich in diversity. The range of resources, for instance dolls with different skin tones, reflect the backgrounds of children in her setting. Children learn about similarities and differences between them, which helps to raise their awareness of the diverse world they live in. They happily engage in real-life play and develop various skills, including language, social interaction and creativity.
- Healthy lifestyles are promoted well. Children learn the importance of personal hygiene and nutrition through daily routines and positive role modelling. The childminder uses mealtimes as learning opportunities, when she talks to children about healthy food choices and the benefits. For instance, she helps children understand the importance of food, such as cheese helps to maintain strong teeth and bones. Children begin to adopt good practices to stay fit and well.
- The childminder demonstrates a strong commitment to her continuous professional improvement. She actively seeks guidance from early years professionals, completes training and engages with local childminders to share good practice. She is currently enrolled on a course to enhance her knowledge of supporting children with special educational needs and/or disabilities. The childminder is passionate to do the best she can for children in her care.
- Relationships with parents are strong, based on trust and open communication. Parents highly value the childminder's calm and patient manner, as well as the safe and stimulating environment she provides. Regular updates from the childminder, including photos and videos, help parents stay connected to their children's learning. The childminder inspires them to do similar activities at home, such as practising various gym exercises with their family members. This helps to promote continuity in children's development.

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:

- refine the planning and delivery of the curriculum to ensure that all children benefit from consistently high-quality interactions, carefully tailored to build on what they already know and can do.

Setting details

Unique reference number	2759097
Local authority	Buckinghamshire
Inspection number	10366889
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 September 2024

Information about this early years setting

The childminder registered with Ofsted in 2023 and was previously registered with a childminder agency. She lives in Penn near High Wycombe, Buckinghamshire. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is eligible to receive funding to provide free early education for children aged from nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the childminder carried out joint observations outdoors.
- Parents shared their verbal and 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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