

Childminder report

Inspection date: 13 September 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 and settled in this welcoming setting. The childminder takes time to get to know children and builds strong bonds with them. She uses information gathered when the children first start to plan activities to help them settle. If children struggle to settle, the childminder adapts routines and the environment to help them feel more secure. She knows the children well and themes are based around their current interests and likes.

The childminder has high expectations for children's behaviour and development. Children behave well and show that they know what is expected of them. The childminder gives clear instructions to children, who follow these well. The childminder prepares children well for the next stage in their learning. She successfully plans activities to help build children's concentration and to support them in their development. This means all children make good progress from their starting points.

The childminder provides new and exciting experiences for the children, such as trips on the train to visit a local park. When children show excitement for their holidays, the childminder recognises that this may be the first time some have been on an aeroplane. She uses books and visual aids to explain to children about the flight and what to expect. They use resources to create their own aeroplane, and children act out roles, for example, serving drinks during the 'flight'.

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

- The childminder has clear aims for her curriculum which, is play based and is designed to build on what children know, and what they need to learn next. The childminder is clear about the intent of the activities that she provides. She evaluates her provision and completes her own research into ways to adapt the environment to meet the needs of individual children. This supports children to feel safe and secure.
- Overall, the childminder promotes communication and language well. She talks to the children about what they are doing and introduces descriptive words during play. She reads to the children and involves them with story telling through the use of story sacks. However, at times, the childminder does not give the children time to think and respond to the questions she is asking. This means that children are not always given the opportunity to share their thoughts and ideas in order to enable them to develop their speaking skills.
- Children are given opportunities to develop their physical skills. The childminder takes the children to local parks where they can use a variety of different equipment. She supports the children to learn new skills. For example, children use stepping stones in the garden to practise balancing. Children show delight as

they reach the end of the stones. This helps children to develop their large muscle skills to support their physical development.

- Maths is incorporated well into children's activities. As they play, the childminder uses mathematical language when asking the children questions. This includes using words such as, long, short, big and small. The childminder plans activities to extend children's learning further. For example, during cooking activities the children learn to use scales to measure the ingredients.
- The childminder helps children to understand and take appropriate risk. Children are taught how to safely use scissors and safety knives for cutting fruit and vegetables. She talks to the children about oral hygiene and being healthy. However, although the childminder recognises that children have access to technology, she has not yet planned ways to help children understand how to keep themselves safe online.
- Children learn about the world around them. The childminder plans activities to support children's understanding of other cultures and religions. The children enjoy eating the fruit and vegetables they have grown in the garden and the childminder teaches them about how to care for these as they watch them grow.
- The childminder works with other agencies and providers that the children attend, or have attended previously, to ensure effective sharing of information. This supports the childminder to identify any needs early and provides consistency for the children.
- The childminder recognises the importance of building strong parent partnerships. She updates parents regularly with information about what the children have been doing and the current theme they are following. Parents receive individual updates about their child's progress and routines. Parents appreciate the support they receive and the consistency the childminder provides for the 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:

- extend opportunities for children to share their own knowledge and ideas, and allow them more time to respond and answer
- develop the curriculum to ensure children have opportunities to learn how to stay safe online.

Setting details

Unique reference number	2759580
Local authority	Buckinghamshire
Inspection number	10349600
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in November 2023. She lives in Buckinghamshire. The childminder is open Monday to Friday from 7.30am to 6pm. The childminder receives free early education funding for children aged two-, three- and four-years old. The setting is also referred to as Bumble Tots Day Care.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the interactions between staff/the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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