

Childminder report

Inspection date: 13 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of the childminder. They separate from parents with ease, arriving cheerful and keen to play. This indicates that the children feel safe and well cared for. The childminder offers a warm home-from-home environment where children can choose toys for themselves. The childminder has arranged her playroom so that children can independently access toys, books and resources that interest them without needing an adult to help. This promotes independent thinking and helps children in becoming self-assured when making decisions.

Children benefit from being cared for by a childminder who wants them to achieve well and who effectively helps them learn. The childminder capitalises on children's love of music. She enthusiastically sings songs and nursery rhymes where children delight in dancing and joining in with words they have learned. Children enjoy the regular craft and mark-making activities on offer. The childminder knows when to assist children with such activities and when to let them explore and find out for themselves. For example, when making Mother's Day cards, children are given the freedom to mix paint colours and add to their handprint flowerpot in whichever way they like. Children are keen and curious and demonstrate a positive attitude towards their learning.

The childminder supports children to develop their social skills well. She helps children to make positive behaviour choices such as sharing and taking turns.

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

- The childminder has clear aims for what she would expect children to be able to do before they reach school age. She considers children's starting points well and welcomes parents to contribute to this information. The childminder uses these starting points to plan effectively for each child. For example, she recognises that children are approaching toilet training stages and shares stories about this to help prepare them. This helps to develop children's independence skills and promotes good progress overall.
- The childminder knows the children extremely well. She ensures that the toys and activities suit the children's interests as well as stages of development. However, at times the childminder does not fully capitalise on all opportunities to extend language development. For example, the childminder does not consistently engage in purposeful conversations that promote children's ability to learn new words. This, at times, means that children are not making the maximum rate of progress with their communication and language skills.
- Children access regular opportunities to engage in activities outside of the childminder's home. For example, the childminder plans trips to the library, soft

play and toddler groups. This allows children to develop their social skills and to become confident in a variety of surroundings.

- The childminder is clear in her expectations of children's behaviour and she models good behaviour choices well. For example, when children find sharing challenging she models turn-taking and invites children to get extra building blocks that can be shared. Children behave well.
- The childminder plans well for children's mathematical development. She regularly introduces counting into younger children's play and challenges older children to recognise numbers. Children are gaining a good grounding in their number knowledge from an early stage.
- There are good arrangements in place to support children's physical development. Children have regular access to ride-on toys and climbing equipment in the garden. In addition, the childminder plans visits to local parks where children can be challenged further on a variety of apparatus. Children are also offered lots of opportunities to begin to develop their fine motor skills. For example, children complete puzzles and use chunky crayons to make marks.
- The childminder has good relationships with parents. She shares information with parents daily in a variety of forms both online and face to face. Parents feel well informed and appreciate the childminder's advice on how best to support their children's progress at home.
- The childminder reflects on her practice and identifies further areas to develop. She meets weekly with other childminders to share good practice and keeps her knowledge and skills up to date. She ensures this by attending regular training and webinars. An example of this is when the childminder adapted her practice after attending training on how to optimise learning through play. This reflective practice and strive for improvement supports the childminder in providing the best care possible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her safeguarding roles and responsibilities. She is able to identify possible signs and symptoms that a child's welfare may be risk. This includes potential risks of exposure to extreme views. The childminder attends regular safeguarding training to keep her knowledge up to date. Her policies and procedures reflect effective reporting arrangements should a concern about a child arise. The childminder has a good understanding of how to ensure that her home is safe for children. For example, she has a secure fireguard in place and uses stairgates when appropriate.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- extend and maximise opportunities to further develop children's communication and language skills.

Setting details

Unique reference number	EY225601
Local authority	Buckinghamshire
Inspection number	10279831
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 August 2017

Information about this early years setting

The childminder registered in 2002. She lives in Burnham, near Slough. The childminder offers care all day, Monday to Friday, from 8am to 5.30pm for most of the year. She has a relevant level 3 childcare qualification.

Information about this inspection

Inspector
Zoe Abraham

Inspection activities

- This was the first routine inspection the childminder 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 setting.
- The childminder showed the inspector the premises accessed by minded children and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how she promotes good partnerships with parents, children's learning and children's positive behaviour choices.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- Parents shared their views through verbal feedback and the inspector took these views into account.
- The childminder provided the inspector with a sample of key documentation on request. This included qualifications, training and evidence of suitability of current members of the household.
- The inspector observed an activity and provided feedback to the childminder.
- The childminder and the inspector held discussions regarding safeguarding.
- The inspector tracked the experiences of children, observed activities and peer-on-peer and adult-with-child interactions.

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

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