

Childminder report

Inspection date: 22 January 2025

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

The childminder demonstrates a warm and loving nature, which helps children feel secure, happy and safe in her care. Prior to children attending, the childminder gathers key information from parents to help her to identify children's individual characteristics and care needs. Children build close bonds with the childminder. For example, children show affection towards the childminder as they snuggle into her for a cuddle. Children learn to care for and respect the environment. They confidently help tidy away resources and are aware of what is expected of them. This gives children a sense of responsibility and builds their confidence.

On the whole, the curriculum is tailored well to support children's individual needs and interests. For instance the childminder knows children enjoy cooking and malleable materials, so she plans activities that incorporate this. This motivates children to engage in play effectively. The childminder interacts with children in a warm and engaging manner. This contributes to children's happiness.

Children's communication and language are supported effectively. The childminder offers a narrative to their play and clearly highlights key language. Children listen intently as the childminder reads favourite storybooks and excitedly involves children in singing nursery rhymes. As a result, children are developing a love of singing and books and are developing early literacy skills.

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

- Children are encouraged to develop their independence. For example, they independently wash their hands and help to tidy resources away. They carry trays of biscuits to the oven and mix ingredients to make dough. On the whole, their independence is well supported by the childminder. However, at times, the childminder does not fully consider individual ages and stages of development when planning activities to offer sufficient challenge. At these times, older and most-able children do not show sustained engagement and focus to enhance their learning.
- Children with special educational needs and/or disabilities (SEND) make good progress at this setting. The childminder monitors their progress and identifies where they need extra help. She liaises well with external professionals and parents to support children with SEND effectively. The childminder provides a broad range of experiences, which promote all areas of children's learning. The childminder consults other professionals on how best to support children. This helps children to make good progress.
- The childminder has a good overview of the curriculum and knows what she wants the children to learn. However, the childminder does not consistently extend children's mathematical knowledge and vocabulary beyond what the

children already know and use.

- The childminder ensures that children learn about the world around them. She takes the children out in the community so that they can explore nature and become confident in new surroundings. Children practise their emerging social skills and begin to form new friendships. They meet up with other childminders during planned special days, such as visits to toddler groups, the farm and local woods.
- The childminder works closely with parents to build effective partnerships. She liaises with parents consistently to ensure that any information is up to date. Parents receive regular updates about their child's learning through verbal and written feedback. This supports a consistent approach for children's care and learning.
- The childminder helps children to understand the importance of developing a healthy lifestyle. For example, she encourages children to drink water frequently and talks to them about the importance of keeping hydrated. The childminder works closely with parents to provide children with nutritious snacks and meals, which they thoroughly enjoy. This supports children's health and well-being.
- The childminder keeps her knowledge and training up to date, and she has recently completed training to advance her professional development to improve outcomes for the children. The childminder is an experienced practitioner. She has high expectations for all children and continues to be passionate about her work. This approach supports children to progress in their learning and development.
- Partnership with parents is good. The childminder provides advice and support to help parents and carers continue children's learning at home. For instance, she offers advice on reading and singing with children to help enhance their language and literacy skills. This helps to promote consistency in care and learning.

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:

- enhance opportunities to support children's awareness of mathematical language and concepts during play activities and daily routines
- enhance the planning of adult-led activities so all children remain focused and fully challenged in their learning.

Setting details

Unique reference number	EY251501
Local authority	Buckinghamshire
Inspection number	10367812
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	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 February 2019

Information about this early years setting

The childminder registered in 2003 and lives in Lacey Green in Princes Risborough. The childminder provides care Monday to Thursday, between 7am and 6pm, all year around. The childminder holds a recognised childcare qualification at level 4. She offers the government funded places for childcare.

Information about this inspection

Inspector

Chris Lamey

Inspection activities

- The childminder explained the curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning.
- The inspector engaged with children at appropriate times during the inspection.
- The inspector took account of parents' views through their written comments.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household and evidence of the childminder's paediatric first-aid training.

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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