

Childminder report

Inspection date:

20 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children have a wonderful time in the care of the gentle and attentive childminder. They signify that they feel safe and secure in her care. For example, they show high levels of confidence as they greet visitors on arrival and share with them the activities they are engaged in.

Children follow a broad curriculum to support their learning and development. The childminder knows children's individual personalities very well and ensures that the activities on offer are planned with their interests in mind. This helps to motivate and engage children skilfully in their play and in the experiences on offer. Consequently, children display positive attitudes to their learning.

The childminder listens and responds intently to the children. She asks them questions, gives them plenty of time to answer and engages them in topics that they are interested in. For example, she asks them to name different animals and the sounds that they make. Children relish the praise and the encouragement that they continually receive from her, which recognise their efforts and achievements. This positively contributes to their development of self-esteem and emotional well-being.

The childminder has high expectations of children's behaviour. This helps them to behave well and learn to treat others with kindness and respect. Children learn good manners from an early age. For instance, the childminder reminds children to say 'please' and 'thank you', which supports their personal development successfully.

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

- The childminder supports children to develop their early mathematics skills very well. For example, she engages them in mathematical activities regularly, such as learning about different shapes and sizes. Furthermore, the childminder weaves counting into activities so that even the youngest children gain an early understanding of number sequence. This supports children ongoing learning effectively, ready for their next stage in their learning and development.
- The childminder has high aspirations for children's communication and language development. For example, when children show an interest in fossils, she solidifies their knowledge further and incorporates words such as ammonites. Additionally, she shows them 'real life' examples of what these ammonites look like. This helps children to understand the meaning of new words and extends their learning and knowledge superbly.
- Overall, the childminder supports children's understanding of the world they are growing up in effectively. For example, children enjoy a variety of outings with

the childminder. This helps them learn about the local community and gives them plenty of opportunity to be physically active. They visit local parks, go on woodland walks and attend social groups. Children see different places and meet new people, which helps them to make important connections with others. However, the childminder does not consistently extend children's learning about cultures other than their own. This means that children do not gain a deeper understanding of life in modern Britain.

- The childminder has warm bonds with the children in her care and is attentive to their needs. For example, she reminds children to drink fresh water and provides healthy snacks. However, the childminder does not always give children clear explanations as to why it is important for them to hydrate and feed their growing bodies with nutrients. This does not consistently teach children the importance of making healthy choices.
- The childminder supports children's independence and self-care skills very well. For example, children wash their own hands before mealtimes and are learning to dress themselves. This supports children's personal development effectively, ready for their move on to school.
- Partnerships with parents are strong. Parents speak very complimentary about the childminder and the care their children receive. They comment that they are kept informed regularly about their children's day-to-day activities and progress. The childminder works collaboratively with parents to support their children's development and learning, both at the setting and at home. For example, she works with parents when children are ready to be toilet trained.
- The childminder ensures that she keeps her knowledge and skills up to date. She completes ongoing professional development courses and evaluates her setting through her own reflective practice. This helps her to support the individual needs of the children and their families efficiently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust safeguarding and child protection knowledge. She confidently understands her responsibilities to help keep children safe. The childminder undertakes mandatory training to help keep her safeguarding knowledge up to date. She ensures that she is fully aware of the work of the local safeguarding children partnerships. There are clear and concise procedures for the childminder to follow if she has concerns about children's welfare. She has a secure knowledge of the procedures to follow should an allegation be made against herself or any adult living in her home. Additionally, the childminder regularly practises fire drills with the children to ensure the safety of all individuals on the premises.

What does the setting need to do to improve?

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

- broaden opportunities for children to learn about cultures other than their own in preparation for life in modern Britain
- give clear explanations to help children's understanding of how to make healthy eating choices.

Setting details

Unique reference number	EY252791
Local authority	Buckinghamshire
Inspection number	10305017
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 February 2018

Information about this early years setting

The childminder registered in September 2003 and lives in the rural village of Piddington, near High Wycombe, Buckinghamshire. She operates all year round, from 8am to 6pm, Monday to Thursday. The childminder holds a level 3 diploma in home-based practice. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katharina Hill

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 inspector observed the implementation of the curriculum during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder, and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector took account of the written views of parents that were provided on the day of the inspection.

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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