

Childminder report

Inspection date: 9 December 2021

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder and make good progress in their learning. The outdoor area offers children a wealth of opportunities to test out their ideas and develop their physical skills. Children are skilful in using tools. They show their increasing control as they pour coloured liquid from a jug into a funnel to fill a container. Children observe changes when mixing coloured liquids and add cornflour to thicken their mixture and change the texture. This sustains their interest for considerable time. The childminder uses her knowledge from forest school training to provide children with rich experiences that help them to fully benefit from their time spent outdoors. Children learn about healthy eating and how to look after their teeth. They use toothbrushes to brush the teeth of toys and puppets, and confidently talk about what causes tooth decay and how to prevent it.

Children behave well and show consideration for others. They are courteous and respectful to each other. Children share and take turns and show a developing awareness of the thoughts and feelings of others. For example, when playing in the garden, they remind each other to keep their hands warm by wearing gloves. Children develop strong relationships with the childminder, who is kind and caring towards them. This boosts their well-being and sense of security as they settle quickly and play together well.

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

- The childminder plans a coherent curriculum that focuses on supporting children to develop their communication and language skills and their personal, social and emotional development. She recognises the negative impact the COVID-19 pandemic has had on these aspects of children's development. The childminder focuses her teaching on these areas to ensure that any gaps in children's communication and language development are quickly identified, and offers timely support.
- Overall, the childminder implements her curriculum well. However, at times, her good intentions for children's learning are less securely delivered through some activities. Occasionally, the focus is lost and although children enjoy activities, they do not serve to deepen their understanding.
- The childminder successfully weaves mathematical learning into activities. For example, children count while waiting at the gate before playing in the garden and compare the different sizes of bowls they use on the water table.
- The childminder uses creative ways to engage children. Story times are lively and the childminder reads with animation. To further support children's learning, she uses puppets, such as 'Mr Onion', who helps children to learn about important subjects, including staying safe and eating healthily.

- Sometimes, the childminder does not find successful ways to work together with parents to support children's next steps in learning. For example, some children show that they are ready for toilet training. However, the childminder and parents have not worked out a united way to support children and, as a result, children do not make the progress they are capable of in this area of their physical development.
- The childminder uses effective ways to support children to understand about rules. She uses a traffic light system for safety outdoors. The childminder helps children to understand that red means they must stop and green means that they can walk safely.
- Generally, children develop good independence skills. The childminder gives them ample opportunities to do things for themselves, such as getting a drink when they are thirsty, choosing what toys to play with and dressing themselves in readiness for playing outdoors.
- The childminder knows about children's families and what makes them individual and unique. This depth of understanding helps children to feel settled and welcome at the setting.
- The childminder completes regular professional development and reflects on how this enables her to support children. She works effectively with other professionals, quickly referring children for additional support if she has a concern about their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to keep her knowledge up to date. She recognises the signs and symptoms that might indicate children are at risk of abuse. The childminder is aware of what action to take to report any concerns about children's welfare following the guidance of her local safeguarding children partnership. The childminder carries out regular risk assessments, including paying particular attention when children engage in forest school activities. Through understanding about local and national issues in child protection, including learning from serious incidents reported in the media, she continually reviews and improves her ability to recognise when children are at risk of harm.

What does the setting need to do to improve?

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

- embed the curriculum into all activities to build on what children know, deepen their understanding and prepare them for their next stage in learning
- share effective plans with parents to work collaboratively to support children's continuing good progress, especially in their physical development.

Setting details

Unique reference number	EY263052
Local authority	Buckinghamshire
Inspection number	10137010
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	23 February 2016

Information about this early years setting

The childminder registered in 2003 and lives in Prestwood, Buckinghamshire. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

Information about this inspection

Inspector

Hayley Marshall-Gowen

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder and children at suitable times throughout the inspection.
- The inspector read through written feedback left by parents and took account of their views.

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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