

Childminder report

Inspection date:

26 September 2019

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

Good

What is it like to attend this early years setting?

The provision is good

Children develop close bonds with the childminder and her assistant. They feel safe and secure as they explore lots of enjoyable resources. Children sing nursery rhymes as they play, developing their creativity and language skills effectively. The childminder and her assistant have high expectations for children's behaviour. Children learn to share and play considerately with one another. They develop good independence skills, such as dressing and completing personal hygiene tasks.

The childminder and her assistant plan regular trips to farms and places of historical interest. Children feed animals, play in woodland areas and get fresh air as they learn about the world around them. Children love to visit the 'shouty house' where they make noises and listen to their echoes with their friends. However, there are fewer opportunities for the youngest children to exercise when in the childminder's home.

A strength of the setting is how the childminder and her assistant teach early mathematical skills. They count, identify numerals and discuss size throughout all activities with children. Children discuss who has the longest bread stick and which snail is bigger, developing a good understanding of mathematical language. The childminder communicates well. However, on occasions children would benefit from more time to answer questions and explore their own ideas.

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

- The childminder and her assistant are passionate about children developing a love for books. They read regularly and revisit books to help children practise vocabulary and anticipate key moments in stories. They use books as part of their topics, cleverly linking experiences in real life with stories. Children select books independently, which the childminder and her assistant read to them enthusiastically.
- Children recall how they grew carrots with the childminder and proudly take home courgettes they have grown to their parents. They learn about plants growing from seeds and which foods are healthy to eat. This contributes towards their understanding of healthy lifestyles.
- The childminder plans enjoyable activities which engage children and help them master skills such as chopping and turn taking. However, on occasions children are not given sufficient time to answer her questions and solve problems for themselves, for example how to chop and retrieve the seeds independently from their apples.
- Parents speak highly about the service provided to their children. They report the setting provides an open, loving and caring atmosphere for children where they thrive and develop good relationships with other children of different ages.

They value the excellent communication about their children's development through reports, conversations and online tools.

- Children delight in exploring big and little snails in the garden. They previously used transparent sheets to watch them move from underneath and look at their teeth. The childminder praises children as they share magnifying glasses with one another to look at their snails, which encourages cooperative behaviour and raises their self-esteem.
- Older children have plenty of opportunities indoors and outdoors to be physically active and develop their coordination skills. At times there are not sufficient opportunities for the youngest children to move around the setting and develop the muscles they will need for future walking. However, overall there are many opportunities for children to be active, especially in the community and on their trips out.
- The childminder and her assistant have regular discussions about how they can improve the opportunities they offer children. They are in the process of creating an undercover outdoor space for children to use. They are also putting together baskets with interesting media and materials for younger children to explore.
- The childminder and her assistant are keen to develop their knowledge about a wide range of subjects through training, reading and networking with colleagues. For example, they completed a course about transition to school, then considered how they can support children even further with their independence skills. Children at the setting all gain many skills they will need to help them with future learning.
- All children at the setting, including those in receipt of funding, make good progress towards their early learning goals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant undertake regular training and refresher courses to help keep their safeguarding knowledge up to date. They are familiar with the local reporting procedures to follow should they have concerns a child is at risk of harm. They clearly understand the dangers of extremism and the importance of teaching children how to keep themselves safe while using technology. They follow up any non-attendance to ensure children are safe and create a culture where children feel comfortable to discuss their thoughts and concerns.

What does the setting need to do to improve?

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

- offer children more time to answer questions and solve problems for themselves, to help them communicate their thoughts and develop their critical thinking skills even further

- create more opportunities for the youngest children to engage in physically active play, to help them get exercise and develop the muscles they need to walk.

Setting details

Unique reference number	EY274762
Local authority	Buckinghamshire
Inspection number	10073303
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	12
Number of children on roll	21
Date of previous inspection	19 January 2016

Information about this early years setting

The childminder registered in 2003. She lives in Wooburn Green, High Wycombe in Buckinghamshire and is open Monday to Friday from 7.30am to 6pm. The childminder holds a qualification at level 3 and works with an assistant. The childminder receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Charlotte Foster

Inspection activities

- The inspector observed the childminder's and her assistant's teaching and the impact this has on children's learning indoors and outdoors.
- The inspector assessed the childminder's and her assistant's understanding of how to keep children safe.
- The inspector reviewed written communication from parents.
- The inspector and the childminder evaluated a planned activity together.
- The inspector and the childminder discussed children's development, and looked at a selection of policies, accident records and training records.

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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