

Childminder report

Inspection date: 19 May 2022

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, settled and confident in the childminder's care. They show that they feel safe as they approach her for comfort and cuddles. Children develop strong, trusting relationships with the childminder. She recognises when toddlers are hungry or tired and swiftly attends to their needs. The childminder sensitively acknowledges when children are upset and helps them to manage their feelings.

The childminder uses her good knowledge of child development to help her to plan activities which support children's interests. Toddlers want to do things independently, expressing their own preferences and interests. For example, they choose buckets and spades to explore the soil in the garden. The childminder is a positive role model who provides children with plenty of praise and encouragement. This supports their self-esteem and confidence well.

The childminder has high expectations for children and gives gentle reminders to guide their behaviour. She helps younger children to learn to recognise when they are tired. The childminder has clear rules and boundaries and encourages children to consider how their behaviour may impact on others. For example, she teaches younger children the importance of taking turns and sharing resources. This helps to prepare children for the next stage in their learning, including school.

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

- The childminder collects detailed information from parents when their children first start. For instance, she finds out about children's interests, current levels of development and their routines. This helps her to provide good consistency in care and learning from the beginning.
- Parents are encouraged to be involved in their children's learning. They value the childminder's extremely calm approach and ability to help their children learn new skills. The childminder keeps parents fully informed about their child's learning and progress through, for example, online and daily communications. She shares the activities that children enjoy with parents and the next steps in their learning
- The childminder teaches children good early mathematical skills. For example, she reinforces children's number skills as they count when playing hide and seek. Children learn the difference between heavy and light when they pick up stones. Children have many opportunities to learn about the world around them. For example, they are fascinated as they dig for mini-beasts in the garden.
- The childminder provides a good range of stimulating experiences to enable children to learn and discover. For example, she supports children's understanding of how things grow as they water tomato plants. The childminder develops children's communication and language skills effectively. For example,

she maintains a narrative as they play and engages them in conversations. The childminder values what the children have to say and gives them enough time to think and respond to questions.

- Children freely choose books to read and show an interest in stories. They become engrossed as they snuggle next to the childminder to listen to their favourite stories. Children eagerly point to illustrations, recognising animals and vehicles. However, the childminder does not provide as many opportunities for children to freely access and practise early mark making.
- In conjunction with parents, the childminder provides healthy snacks and meals. Children regularly wash their hands and understand the importance of good hygiene routines. They have daily access to fresh air and exercise. The childminder takes children to toddler groups and activity sessions with other childminders and their children. This helps children to develop social skills and learn about their community.
- The childminder reflects on her practice and continues to build on her knowledge and skills. For example, she has completed training to identify and support children's language development. This is having a positive impact on children's communication skills. The childminder seeks feedback from parents and children to help her make improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that may indicate possible abuse. She knows how to act swiftly and appropriately should she have any concerns regarding a child in her care. She is very confident about protecting children from all forms of abuse, including online dangers and extremism. The childminder carefully considers the planning of activities to ensure safety of all children. She risk assesses activities, including those outdoors or off site, and takes effective action to minimise hazards.

What does the setting need to do to improve?

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

- enhance children's opportunities to practise mark making and develop their early writing skills.

Setting details

Unique reference number	EY291026
Local authority	Buckinghamshire
Inspection number	10228366
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 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 February 2017

Information about this early years setting

The childminder registered in 2004. She lives in High Wycombe, Buckinghamshire. The childminder operates Monday to Friday from 7.30am to 5pm all year round, including out-of-school care. She holds a recognised early years qualification at level 3. The childminder is accredited to provide funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Robertson

Inspection activities

- This was the first routine inspection the setting 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 childminder and the inspector completed a learning walk together around the areas of the home used for childminding
- The inspector held a number of discussions with the childminder throughout the inspection.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this had on children's learning
- During the inspection, the inspector spoke to and interacted with the children. The inspector took account of the views of parents through written feedback.

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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