

# Childminder report

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Inspection date: 15 January 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

The childminder and her assistants create a warm and welcoming environment where children are settled and happy. Children have access to a large selection of resources and confidently use them to build on their interests. They busily play, with the childminder and her assistants supporting them when required.

Children are well behaved. The childminder and her assistants set a good example through their gentle and considerate manner towards the children. They set clear and consistent boundaries, which help children to understand the rules and make good choices. Children are encouraged to follow good hygiene routines and to be independent. The childminder provides opportunities that encourage children to lead a healthy lifestyle. They enjoy nutritious home-cooked meals, follow effective hygiene routines and engage in physical exercise every day.

Children settle quickly and enjoy a good range of experiences. This helps them to develop a strong curiosity for learning. They explore their surroundings with enjoyment and make choices about their play. Children show increasing independence and confidence, for example as they enthusiastically match toy vegetables to a brightly coloured poster in the outside area.

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

- Effective partnerships with parents support children's care and education. The childminder and her assistants keep parents updated about their children's progress and achievements. They encourage parents to share what they know in order to support their children's learning.
- The childminder reflects on her practice and the service she provides with her assistants. She talks to parents about their views on her setting and considers these when evaluating her provision. The childminder supports her assistants well and supervises their interaction with children appropriately.
- The childminder encourages children to develop a love of books and stories. Children eagerly snuggle next to the childminder or her assistant as she reads to them. They read in an engaging way. Children look at the pictures and excitedly identify the characters they see. This helps to promote children's enjoyment of reading.
- Children have frequent opportunities to meet with other children of a similar age and develop their social skills. For example, the childminder regularly visits local toddler groups and places of interest to enhance children's learning experiences. This also helps them to develop an understanding and respect for those who are different from themselves.
- The childminder understands the skills children need to learn to become ready for the next stage in their learning. She works with parents to encourage

children in their personal care and self-help skills. The childminder teaches children to maintain good standards of hygiene to promote their health and well-being. For example, children learn to go to the toilet and wash their hands independently.

- Young children engage well in their chosen activities and are motivated and enthusiastic learners. The childminder and her assistant recognise opportunities to join in with children's play to help extend their learning. For example, they use questioning effectively to enable children to understand 'full' and 'empty' when filling cars with cereal. Children have fun making different shapes and marks in the cereal. They show an interest and engage well with activities. The childminder assesses children's development well. However, her planning is not sharply focused on children's next steps to raise children's achievements to an even higher level.
- Although the childminder and her assistants complete mandatory training, the childminder has not established a targeted programme of continuous professional development for herself and her assistants, in order to improve the quality of teaching even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure knowledge of safeguarding and understand how to protect children in their care. They are aware of the possible signs and symptoms that may indicate a child is at risk of harm and where to report any concerns. The childminder and her assistants ensure that the safety of children is a priority. They carry out rigorous risk assessments to ensure that all hazards in the home and on outings are identified to keep children safe.

## What does the setting need to do to improve?

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

- place an even sharper focus on planning more precisely for children's next steps in learning to help them make even better progress
- explore ways for all adults working with children to engage in professional development opportunities that target more precisely on further developing knowledge and skills and raising the quality of teaching to an even higher level.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY314673                                                                          |
| <b>Local authority</b>             | Buckinghamshire                                                                   |
| <b>Inspection number</b>           | 10073581                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 2 to 10                                                                           |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 16                                                                                |
| <b>Date of previous inspection</b> | 25 January 2016                                                                   |

## Information about this early years setting

The childminder registered in 2005. She lives in Edlesborough, Buckinghamshire. The childminder employs three assistants. Childcare is offered from 7am to 7pm on Monday to Friday, throughout the year. Funding is accepted for the provision of free early years education for children age two, three and four years.

## Information about this inspection

### Inspector

Kate Robertson

### Inspection activities

- The inspector held a number of discussions with the childminder and her assistants 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 observation 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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