

Childminder report

Inspection date: 14 June 2023

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 and well settled in the care of the nurturing childminder. She is attentive to their needs and prioritises building strong relationships with them. This helps the children in her care to feel safe and secure. The childminder encourages and praises the children during their play, which helps to build their confidence and self-esteem.

Children follow a curriculum that is individually tailored to meet their needs and matches their interests. As a result, children show positive attitudes to their learning. For example, children make ice cream with shaving foam, glue, food colouring and sprinkles. Their faces light up with excitement as the mixture changes consistency and expands. To extend their learning further, the childminder asks children what would happen if they mix blue and yellow together. Children show high levels of engagement and curiosity as they experiment by mixing the ingredients. The childminder consistently narrates the activity and uses new words, such as 'fluffy' and 'lime'. Children learn about cause and effect and successfully extend their vocabulary through learning and playing.

The childminder is a good role model and instils good manners. For example, she prompts the children to say 'please' and 'thank you'. Furthermore, she reminds them to wait until everyone has finished their meal before leaving the table. This helps children to understand the rules of the childminder's setting and supports their personal development effectively.

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

- The childminder understands that children need fresh air and exercise daily. Children enjoy a variety of outings with the childminder. For example, they visit local parks and soft-play centres and go on nature walks to spot bugs and flowers. This promotes their overall well-being effectively and strengthens their small- and large-muscle development.
- The childminder attends local playgroups and regularly meets up with other childminders who care for children of similar ages. Children form new friendships and meet different people, which enables them to make meaningful connections with others. This promotes children's social skills and interactions successfully and gives them a rich understanding of their local community.
- Children are supported by the childminder to play harmoniously together. For example, the childminder supports them to take turns and resolve conflicts. She uses gentle reminders to reinforce good behaviours. The childminder intervenes when children are in conflict situations and speaks to them in a gentle voice when minor disputes arise. This helps children to manage their feelings and behaviours in the future.

- The childminder has warm bonds with the children. They seek reassurance from her when needed and cuddle up to her during story time. This helps children to feel safe and secure in her care. Furthermore, children develop a love for books from an early age, which further benefits their early literacy development.
- The childminder has a clear understanding that children learn effectively through daily activities and routines. She skilfully weaves mathematical learning into this. For instance, the childminder gives children toast during snack time and asks them to cut the half slice into another half and explains to them that this is now a quarter. This promotes their early mathematical understanding well and helps children to visualise the meaning of units.
- The childminder knows it is important for children to learn to do things for themselves and make their own decisions. However, the way she helps children to develop these skills is not fully effective. For example, although the childminder teaches children to wash their hands before meals, she does not consistently encourage them to do other things for themselves during mealtimes. Sometimes, she makes decisions for children during activities rather than encouraging children to make the decisions for themselves. This means that, occasionally, independence skills are not consistently supported.
- Partnerships with parents are strong. Parents comment that they feel their children have made good progress and that they feel extremely happy and safe in the childminder's care. The childminder works in collaboration with parents to support their children's personal development at home. For example, she works with parents when children are ready to be toilet trained and transition to school.
- The childminder gathers detailed information about children and their families from the start. She finds out about children's routines and development at home, before parents leave children in her care. She uses this, along with her own assessments of children's learning, to plan for the next steps in their development. Children make good progress from their starting points.

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. The childminder 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. The childminder has a secure knowledge of the procedures to follow should an allegation be made against herself or any adult living in her home.

What does the setting need to do to improve?

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

- improve the use of interactions to encourage children to master things themselves and enable them to make choices, to further support their independence skills.

Setting details

Unique reference number	EY316948
Local authority	Buckinghamshire
Inspection number	10289418
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	0 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	24 November 2017

Information about this early years setting

The childminder registered in 2005. She lives in Saunderton, Princes Risborough, Buckinghamshire. The childminder works on Monday from 1pm until 6pm and Tuesday until Friday from 8am until 6pm, throughout the year, except for family holidays. The childminder is registered to receive funding for the provision of free early education for children aged two, three and four years.

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 provider.
- 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 considered the written views of parents 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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