

Childminder report

Inspection date:

8 November 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, relaxed and safe in this home-from-home environment. The childminder is loving and caring towards the children and has built strong bonds with them and their families. The children approach the childminder for support and comfort. They show good, positive behaviour and show affection towards each other and the childminder.

There is a good range of toys and equipment for the children to choose from. They excitedly use different characters for pretend play and act out scenarios, which the childminder actively joins in with. The childminder encourages the children to recall real-life events to help support play. The children understand their daily routine and enjoy trips to local places, including the park and a weekly visit to the library. The childminder recognises the need for children to have regular physical activity and encourages healthy eating. She reminds children to drink water throughout the day and prepares freshly cooked meals for lunch.

The childminder has recognised the impact the COVID-19 pandemic has had on some of the children's confidence about trying new activities, and they can be nervous in new social situations. She is supportive of them and works together with the parents to help them overcome these difficulties.

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

- Children benefit from exciting trips to playgroups and local parks, helping to develop their physical skills. They become familiar with their local neighbourhood and recently enjoyed looking at the houses decorated for Halloween.
- The childminder promotes a healthy lifestyle by ensuring the children have time outdoors every day. Children regularly visit the childminder's allotment, where they pick seasonal fruit and vegetables and share these with their parents.
- The childminder provides a good range of activities that children enjoy. All children make good progress in their learning and development. The childminder accurately identifies their strengths and knows what they need to learn next. However, she does not always plan activities and experiences as precisely as possible to work towards these goals.
- The childminder reads enthusiastically to the children, taking pauses to give them the opportunity to talk about the pictures and to link them to real-life experiences. For example, children talk about the musical instruments in the book and then describe how they played with some of these in a playgroup. The childminder reminds them of the noise the drums make, and they do the actions of banging on drums.
- The childminder supports children's independence by encouraging them to complete tasks on their own before offering support. For example, at lunchtime,

children feed themselves and are encouraged to open yogurt pots. This helps to build on their self-esteem and confidence.

- The childminder promotes the children's communication and language well. During discussions with the children, she makes good use of questioning to encourage children to think, and she gives them the time they need to respond. For example, while children are talking about the pumpkins for Halloween, the childminder asks them questions, which means that the children recall the event in more detail.
- Partnerships with parents are strong. The childminder involves the parents in the assessment process and gives daily verbal feedback. Parents enjoy receiving photos of what their children have been enjoying during the day and describe the setting as 'warm, homely and caring'.
- The childminder attends mandatory training to keep her first-aid and safeguarding knowledge up to date. She has also completed some training focused on helping children to prepare for their move to school. However, overall, the childminder does not place a great deal of focus on her ongoing professional development to continually enhance her knowledge and skills.
- The childminder shows a good understanding of equality and diversity, and the children enjoy taking part in a range of celebrations and festivals. For example, the children and parents enjoyed Chinese New Year celebrations, and they had the opportunity to try new foods and take some home with them. Children spoke about 'lucky coins' that they received from the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the possible signs and symptoms that indicate a child may be at risk of harm and abuse. She understands the importance of her role in protecting children, the procedures to follow and who to report any concerns to, including if any allegations are made against her. The childminder teaches the children about safety. For example, when they are on outings, she teaches them about road safety, reminding them to hold hands and look both ways before crossing. Children also take part in regular fire drills.

What does the setting need to do to improve?

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

- strengthen plans for further professional development and seek wider training opportunities to help raise the level of teaching and planning
- plan for children's individual learning and development needs, focusing on activities to support children in specific areas so they make the best possible progress.

Setting details

Unique reference number	EY334961
Local authority	Buckinghamshire
Inspection number	10228417
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 February 2017

Information about this early years setting

The childminder registered in 2006. She lives in Amersham, Buckinghamshire. She works with an assistant. The childminder works from 7.30am to 6.30pm, Monday to Friday, all year round, except for family holidays.

Information about this inspection

Inspector

Nicky Butler

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 childminder.
- The inspector and childminder completed a learning walk together to check the safety of the premises and to discuss the early years curriculum.
- The inspector spoke to children about what they enjoy doing while with the childminder.
- The childminder shared relevant documents. These included training certificates and evidence of the suitability of persons living in the household.
- The childminder shared written feedback from the parents.
- The inspector observed the quality of education being provided, and the childminder spoke about their intentions for children's learning.
- The inspector observed areas used for childcare purposes, care routines and the activities taking place.

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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