

Childminder report

Inspection date:

19 June 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children demonstrate that they are happy and well settled in the care of the childminder. They behave well and are kind and considerate towards each other. For example, younger children are included by the older children as they engage in games.

The environment is calm and enables children to relax and play after school. Children enjoy taking part in a variety of activities, indoors and outdoors. The childminder takes the time to listen to what children have to say and tailors activities and resources to their individual interests. For example, children have an input in the activities they would like to engage in after school, such as visits to the park, puzzles or art and craft activities. This ensures children are occupied and their individual needs are met.

Children benefit from plenty of fresh air and exercise daily. For example, children visit local playgrounds after school or play in the childminder's garden with the resources on offer, such as ball games or planting activities. This enables children to practise their physical skills and strengthens their small and large muscles.

The childminder supports children's self-care and independence skills well. For instance, children are encouraged to wash their hands before eating and after using the toilet. Furthermore, children receive lots of praise as they master cutting their own food at mealtimes. This successfully encourages their personal development and self-esteem.

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

- The childminder is sensitive to the children's feelings and has developed a warm bond with them. Children chat with her about their day at school, their friendships and their home life. This enables the childminder to support children and promotes children's care and well-being effectively.
- Mealtimes are a sociable experience in the childminder's home. Children interact positively with one another. For example, they excitedly chat to their friends about the games they would like to play together after dinner. This helps children to learn about the pleasure of eating with others and promotes their social skills successfully.
- The childminder helps children to understand the importance of good health and how to keep safe. For instance, the childminder provides healthy and nutritious meals and drinks. She talks with the children about the importance of eating vegetables and explains to them that healthy food nourishes their growing bodies. Furthermore, the childminder educates children about internet safety in

an age-appropriate manner.

- The childminder is attentive to the children and explains to them the rules of new games. As a result, children show good levels of engagement and cooperation as they participate in a guessing game with their friends. The childminder gives children clues about how to ask questions and how to answer them. This supports their communication and interaction skills well. However, the childminder recognises that, at times, background noises have a negative impact on children's ability to fully concentrate on the games they are playing.
- The childminder gathers valuable information from parents, including dietary and medical requirements, and their likes and dislikes, prior to their children starting. This helps to ensure children's individual needs and interests are met. She exchanges information with parents daily, so that they are aware of their children's day.
- The childminder has developed positive partnerships with staff at other settings the children also attend, such as school and nursery. She shares appropriate information with them to provide continuity of care. Additionally, the childminder makes sure she is well informed about what children are learning at school, so that she can further support them in her setting.
- Partnerships with parents are strong. Parents are very complimentary about the childminder. They comment on how well she shares information regarding their children's day at school or nursery. Parents comment that their children enjoy coming to the childminder's setting and that she supports children's social skills well. They appreciate her flexibility and guidance to meet their own family needs.

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. She 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.

Setting details

Unique reference number	EY350315
Local authority	Buckinghamshire
Inspection number	10289225
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	4 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 November 2017

Information about this early years setting

The childminder registered in 2007. She lives in High Wycombe, Buckinghamshire. The childminder offers before- and after-school care on Monday, Tuesday and Friday from 7am until 9am and from 3pm until 6pm. She also offers all day care during the school holidays.

Information about this inspection

Inspector
Katharina Hill

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.
- The inspector spoke to parents and children on the day of the inspection and took their views into account.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact on these.
- The inspector looked at a sample of the documentation. This included evidence about suitability and records.
- The childminder discussed with the inspector how she plans activities for the children.
- Discussions were held with the childminder about her understanding of safeguarding.

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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