

Childminder report

Inspection date: 1 August 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 settled in the childminder's care. They benefit from her warm and nurturing welcome as they arrive, separating from parents with ease. Children happily start their day as they select toys and activities that they would like to explore and engage with. They settle swiftly into their learning, demonstrating that they feel secure and safe. Children are confident in their approach to activities and the childminder is consistent in promoting independence skills. For example, all children are expected to tidy up after messy craft activities, relishing the responsibility of using a dustpan and brush to clear up spilt sparkles.

Children gain a good understanding of what healthy lifestyle choices are. They run and are physically active in the fresh air during daily visits to local parks and outdoor spaces. Healthy food choices are promoted well during children's play. For example, as children play in the home corner, they ask the childminder what she would like to eat for dinner. The childminder asks for a salad, teaching children that this is a good, nutritious option.

Children behave well. They demonstrate positive relationships with their peers and thoroughly enjoy engaging in activities together. For example as they role play café scenarios, they share plates, utensils and foods with kindness and care for others.

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

- The childminder has a good understanding of all areas of learning. She effectively plans activities and provides resources that are suitable and stimulating for the differing ages of the children in her care. For instance, younger children happily play with dolls and prams and older children busy themselves dressing and changing dolls' nappies. Children are engaged in their learning and make good progress.
- Children's positive behaviour choices and use of good manners are supported very well. The childminder acts as an excellent role model for the children, offering regular praise for good work and acts of kindness. Her infectious calm demeanour also helps children to regulate their own emotions. For instance, when children become concerned about spilling glitter, the childminder gently reassures them that there is nothing to worry about and it is easily fixed.
- The childminder plans a well-sequenced curriculum and celebrates special days and festivals with the children. However at times, she does not focus on helping children gain a thorough knowledge of the similarities and differences of people and communities beyond their own experiences. This does not help to extend children's understanding of the diverse world they live in.
- Parents speak very highly of the childminder. They receive regular communication on children's development as well as support for children's

learning at home. Parents report that the childminder 'goes above and beyond' offering the children a wide range of rich experiences in and outside of her home. Parents feel that the children benefit hugely from the caring, home-from-home environment that the childminder and her family provide. Children are made to 'feel like one of the family, right from day one'. Partnerships with parents are strong.

- The childminder is committed to developing children's resilience and independence. When children face a challenge, she encourages them to persevere, as they learn new skills. The childminder teaches children to manage their own hygiene and self-care routines, such as toileting and putting on coats and shoes. Children are taught when they should wash their hands and the reasons why good hygiene is important.
- Children develop a love of books. They share stories regularly with the childminder and freely access a range of books on offer. Although this helps support children's speech and language development, on occasion the childminder does not maximise opportunities to develop children's vocabulary and early speaking skills. For those children who are quieter and less confident, the childminder does not consider how to adapt her teaching to help them share their thoughts and ideas fully.
- The childminder demonstrates a genuine love for her work with children. She is committed to continuing to do a good job and evaluates her practice. For example, she is currently planning the addition of a larger kitchen area in the garden, to build further on this area of children's play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of her responsibility to keep children safe. She attends regular training to keep her knowledge and skills up to date. She accurately describes possible signs and symptoms that could suggest a child is at risk of harm or neglect. She knows the risks to children of exposure to radicalisation and domestic violence, and how to report any safeguarding concerns she may have about a child's welfare. The childminder ensures that her home is always safe and secure.

What does the setting need to do to improve?

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

- extend opportunities for children to build on their early speaking and developing vocabulary skills
- improve the planning and implementation of activities to deepen children's understanding of their own and others' lives, beyond their own experiences.

Setting details

Unique reference number	EY362267
Local authority	Buckinghamshire
Inspection number	10301608
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	2 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 January 2018

Information about this early years setting

The childminder registered in 2007. She lives in Flackwell Heath, near High Wycombe, Buckinghamshire. She offers care throughout the year, Tuesday to Thursday from 8.30am to 5.15pm.

Information about this inspection

Inspector

Zoe Abraham

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 setting.
- The inspector held discussions with the childminder about how she organises her provision, including her aims for the early years foundation stage curriculum.
- Discussions between the inspector, childminder and children present were held at appropriate times. The inspector also took account of the views shared by parents through verbal and written feedback.
- The inspector observed the quality of teaching and interactions between the childminder and minded children. She evaluated the impact these had on children's learning and development.
- A range of relevant documents were scrutinised by the inspector.

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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