

Childminder report

Inspection date: 10 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are well settled, confident and happy. The childminder is warm, caring, and attentive to children's needs. She provides lots of cuddles, encouragement, and praise. This helps babies to feel safe and secure in her care. As a result, babies independently explore the environment, both indoors and outdoors, with confidence. Young children are keen to play with the wide range of toys and resources available. For example, they busily fill and pour water with different containers in the garden. Babies show great curiosity as they observe the different ways water pours out of a watering can compared to a jug. They enjoy learning about what makes things sink and float in the water.

All children enjoy lots of fresh air and exercise. They relish being outdoors. Babies are developing strong physical skills as they practise kicking balls and running around in the garden. Older babies show determination as they independently climb the steps to the slide. The childminder is passionate about providing children with a wide range of experiences. She takes all children on interesting outings on a daily basis. This includes weekly visits to the local farm park, museums, and toddler groups. Consequently, children get lots of opportunities to learn about the world around them. They develop important social skills as they play and build friendships with children who attend other childminding settings.

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

- The childminder monitors children's development closely. She knows the children in her care very well and has clear intentions for their ongoing learning. She plans a wide range of fun and interesting activities to meet their individual needs and interests. The childminder interacts with children to extend their learning. For example, as they hunt for bugs, she highlights their different features, and helps them to compare the differences between spiders and woodlice.
- Children benefit from a language rich environment as they play and learn. The childminder interacts with children constantly as they play, modelling language and introducing new words. She sings and chats to children during routines, such as mealtimes and nappy changing. As a result, children make good progress in their speech development.
- The childminder places a strong emphasis on helping children to develop their independence from a young age. For example, she mimics putting a hat on her head to show babies how to do this. Young children put on their own hats and wellies with ease to get ready to play outdoors. They relish the task of peeling and chopping their own fruit at snack time under the close supervision of the childminder.
- Children, including babies, develop a strong love of books. The childminder provides lots of opportunities for them to snuggle closely and read together.

Children approach the childminder to read stories, including their favourite books from home. The childminder encourages children to interact, by asking questions about what they can see in the pictures. Toddlers are starting to join words together as they respond, and babies are keen to copy words.

- Partnership with parents is very strong. The childminder seeks detailed information from parents about their child's development and character when they start. This enables her to tailor care and learning to meet children's individual needs. Parents praise the wide range of outings their children experience in the childminder's care. They feel well informed about their child's development, and feel their children are making good progress.
- The childminder helps children to learn about how to support their health and well-being. Young children know the importance of keeping themselves hydrated and wiping their noses. They wash their hands after playing outdoors, and before meals. However, the childminder does not consistently provide children with clear messages about behaviours when they become over-excited, which could impact on their own and each other's well-being. Nonetheless, young children are beginning to learn how to share and be kind to each other.
- On occasion, the childminder does not support children in a way which helps them to sustain higher levels of focus during activities. As a result, children sometimes lose concentration quickly and move from one activity to another before meaningful and intended learning can take place.
- The childminder is very reflective. She is passionate about continually building on her own skills and knowledge to enhance her own practice. For example, the childminder seeks out training to help her meet the specific needs of those children with special educational needs and/or disabilities in her care. She is committed towards helping all children to make progress in their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date through regular training. She has a secure knowledge of the signs, which could indicate a child is at risk of harm and of wider safeguarding issues. The childminder is clear about the procedures she must follow if she has concerns about a child's welfare, or if an allegation is made against herself. She makes sure that her premises are safe and secure for children, both indoors and outdoors. The childminder seeks out information about children's health needs, such as any food allergies when they start, so that she can fully ensure their safety while in her care.

What does the setting need to do to improve?

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

- enhance practice to provide more opportunities for children to sustain their

concentration and focus during activities, so that they are consistently engaged in meaningful learning

- strengthen children's understanding of how to keep themselves and each other safe during free play.

Setting details

Unique reference number	EY365726
Local authority	Buckinghamshire
Inspection number	10136518
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 November 2015

Information about this early years setting

The childminder registered in 2007 and lives in Chalfont St Peter, Buckinghamshire. She offers childcare all year round, from Monday to Thursday, between 7.30am and 5pm. The childminder accepts funding for children aged two, three and four years old.

Information about this inspection

Inspector

Carla Roberts

Inspection activities

- This was the first routine inspection the provider 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 read written feedback from parents and took account of their views.
- The childminder discussed with the inspector her current intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training, registers and accident records.

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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