

Childminder report

Inspection date: 13 July 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 enjoy spending time with this enthusiastic childminder. They eagerly invite her to join in their games, such as pretending to search for them in the garden. The childminder values children's ideas, which boosts their confidence and motivation to learn. She devises a curriculum that reflects children's interests. For instance, children enjoy building towers. The childminder models counting each item as their tower grows. Children then apply their counting skills correctly, without being prompted. The childminder is quick to praise children's efforts and achievements. Children beam with pride, clearly enjoying the feeling of success.

The childminder supports children to manage their self-care needs, such as washing hands thoroughly before meals independently. Children enjoy being active in the fresh air. The childminder organises opportunities for them to practise their physical skills. Children show a good understanding of safety and control as they persevere with improving their large movements. For example, they learn to competently climb up the slides at the park and in the childminder's garden. Children visit places of interest in the local community, which they may not have experienced before. For example, at a music group, they handle unusual musical instruments, such as a harp, and recognise their favourite tunes being played.

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

- Children are inquisitive learners, and they enjoy opportunities to learn about the world around them. For example, they learn to correctly use a magnifying glass to look closely at insects they find on their walks. They excitedly say that the insects look much bigger. They learn the names of different insects and comment on their features. Children are encouraged to recall their prior learning regularly to reinforce facts they have learned. This helps greatly with increasing their memory skills.
- The childminder places a strong emphasis on children's emotional well-being. She helps them recognise their different emotions. In addition, the childminder raises children's awareness of how their actions may influence others. She reports on the positive impact on children's happiness when she invites parents to accompany their children on outdoor trips. During these times, she plans activities with other childminders, their minded children and parents. This helps children make new friendships and memories.
- The childminder is committed to improving her own knowledge and skills to provide the best possible care and education for children. She does this by sharing good practice with other childminders, approaching professionals from the local authority and attending online webinars. The childminder uses her knowledge to good effect, for example, enhancing her curriculum to include more outdoor experiences that cover all areas of learning.

- Children's communication and language skills are promoted well. The childminder models new language in context, for example, 'heavy' to describe the weight when children lift a medium-sized log. Babies react happily to her exchanges with them and toddlers learn to combine words to express their needs and wants. Older children eagerly speak in full sentences about their home experiences. Children become competent communicators.
- The childminder gets to know children well. She monitors their progress closely to identify any gaps in their learning. However, on occasions, when planning adult-led activities, the childminder does not focus precisely enough on what she wants each child to learn next. At these times, children do not achieve to the best of their abilities.
- The childminder has high expectations for children's good behaviour. She works to encourage an atmosphere of mutual respect. Overall, children follow her rules and show some understanding of right and wrong. The childminder recognises the importance of working closely with parents to promote children's positive behaviour both at home and in the setting. However, this strategy is not fully embedded. This leads to children being confused about what is expected of them.
- Parents compliment the childminder, stating she is 'approachable' and 'kind'. They say their views are listened to and taken on board by the childminder. Parents enjoy the verbal exchanges and the photos that are sent of their children engaged in activities. They comment on how well behaved their children are with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe from harm. She recognises the signs that a child may be at risk of abuse, including exposure to extremist views and behaviours. She regularly attends training to keep her knowledge and skills up to date. The childminder has a clear procedure for reporting her concerns about a child's welfare to the appropriate agencies. She also knows how to report any allegations relating to members of her household. The childminder conducts regular risk assessments of her setting to ensure that children are safe.

What does the setting need to do to improve?

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

- improve planning to ensure that adult-led activities focus sharply on children's abilities and what they need to learn next
- work more closely with parents to share positive behaviour strategies to help children fully understand what is expected of them.

Setting details

Unique reference number	EY369607
Local authority	Buckinghamshire
Inspection number	10301666
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 January 2018

Information about this early years setting

The childminder registered in 2008 and lives in Taplow, Berkshire. She operates all year round, from 8am to 5.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sonia Panchal

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 childminder showed the inspector around the premises, and they discussed how she ensures the premises are safe and suitable.
- The childminder and the inspector discussed what the childminder wants the children to learn.
- The childminder and the inspector jointly evaluated an adult-led activity.
- The inspector observed interactions between the childminder and the children.
- The inspector took account of parents' written views.
- The childminder provided the inspector with a sample of key documentation on request.

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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