

Childminder report

Inspection date: 30 August 2024

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, confident and enthusiastic learners. They thoroughly enjoy exploring the exciting learning environment the childminder provides. The childminder observes children closely and identifies what their interests are and ways they learn best. Children show their excitement when they freely move around the setting. They self-select toys and lead their own learning. Children show a real fascination for how things work and frequently look closely at the moving parts of mechanical toys. Even the youngest ones show their curiosity, such as when they examine why the see-saw tilts when items are placed on one side.

Children's physical skills are developing well. They benefit from being active in the fresh air and use large equipment to climb, jump and balance with increasing control. Children manoeuvre around the garden with precision when in their ride-on cars. The childminder skilfully extends children's role-play scenarios to enhance their thinking. For instance, the childminder encourages them to decide on their roles, such as when some children make 'meals' with their toy barbecue, while others deliver them. This supports children's knowledge of the world around them.

The childminder promotes children's positive behaviours. She praises them for saying 'please' and 'thank you', as well as when they share toys during their independent play. The childminder reminds children to be kind to each other and consider how others may feel if they experience any unwanted actions from others. Older children are immensely thoughtful and considerate of the younger ones.

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

- The childminder instils a true love for books in children, who thoroughly enjoy their favourite stories being read to them, again and again. They recognise repeated phrases in these stories and readily join in. Even the very youngest correctly point at pictures when asked where certain things are. Children delight in sharing what they remember from the story and apply their new vocabulary, such as when they name the stages of the life-cycle of a butterfly in order.
- The childminder takes children on regular outings to help develop their social skills where they meet people from different walks of life. For example, they visit playgroups where they practise being cooperative and patient. These real-life experiences have particularly helped the older children. They initiate conversations with new visitors, engage them in their play, and proudly share their knowledge and achievements with them.
- The childminder weaves mathematics into children's independent play. She supports them to become confident at using numbers, counting and using mathematical language. As children explore independently, the childminder encourages them to think about several mathematical concepts related to real-

life events. For instance, she asks children how much they will charge for a dish from their barbecue menu. They smile and giggle when the childminder tells them that the meal is too expensive. She gives them a mix of play money and they impressively recognise some of the coins and notes. They eagerly practise exchanging money, including giving change.

- The childminder gets to know children well. Her knowledge is constantly updated as she observes children at play and regularly talks about children's development with parents. The childminder sets up activities based on children's emerging interests and preferences, such as their desire to independently investigate. For example, as children explore, they learn that bigger items when dropped in the water tray, make larger splashes. However, occasionally, when planning more focused adult-led activities with children of different ages, the childminder does not always carefully consider ways to build on each child's existing learning. For example, in one planned activity, she focuses teaching them a broad set of skills. During these occasions, individual children's learning is not maximised.
- The childminder works closely with parents to share strategies she uses to promote positive social behaviours. This helps parents to continue these strategies at home. For example, she offers ideas to help children recognise their emotions and practise self-regulating their feelings if they become overwhelmed or frustrated. However, this is not fully effective as the childminder has not shared these strategies with other settings that children also attend. This means children sometimes receive mixed messages about how to handle their frustrations in a more positive way.
- The childminder has high expectations for children to practise and master their self-care needs. Children take great pride in managing these, such as feeding themselves and washing their hands thoroughly before their meals. They know that they 'wash away the germs'. The childminder teaches children ways to lead a healthy lifestyle. For example, children learn to grow vegetables and fruit in their garden by watering and then harvesting them to eat as nutritious snacks.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve planning and delivery of adult-led group activities to build more precisely on individual children's existing knowledge and skills
- strengthen partnerships with other settings that children attend to share

information and promote consistency in their development.

Setting details

Unique reference number	EY380122
Local authority	Buckinghamshire
Inspection number	10351070
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 October 2018

Information about this early years setting

The childminder registered in 2008. She provides care from the home of her co-childminder in High Wycombe, Buckinghamshire. The childminder operates Monday to Friday, from 8am to 5.30pm, throughout the year. She holds a level 3 childcare qualification. The childminder is eligible to receive funding to provide free early education for children aged two, three and four years.

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 provision.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- Parents shared their written views about the education and care their children receive.
- 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 inspector carried out a joint observation of a group activity with the childminder.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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