

Childminder report

Inspection date: 9 August 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are enthusiastic learners. They respond well to the energetic childminder, who wants children to achieve their best in a fun and motivating environment. Children of all ages happily explore their surroundings and make independent choices in their play. They are self-reliant and confident to manage their own self-care skills. For example, children decide they need to take sips of water as they play to stay hydrated.

Children develop good social skills. They talk with excitement to the inspector about their happiest moments, such as finding a grasshopper on their walk. Children are well mannered and respectful towards each other. The childminder is proactive in her approach to fostering positive behaviour, good sharing and taking turns. For example, she talks to children about various solutions that may resolve minor conflict. This helps children to work towards finding their own solutions to any issues that may arise in the future.

The childminder supports children's early literacy skills well. She reads their familiar stories with skill and passion. Children are animated as they listen attentively and look carefully at the pictures. For example, when sharing 'The Gruffalo' story with the whole group, the childminder leaves gaps for children to fill in the appropriate rhyming word. In this way, children become familiar with the language patterns in the story.

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

- The experienced childminder has a good understanding of how young children learn and develop. She gathers information from parents at the start, including what children know and can do. This helps her to understand individual children's needs from the beginning. The childminder plans enriching activities that help to broaden children's experiences of the wider world, such as going on a train. They also enjoy being involved in the selection and purchase of foods when taken shopping. This helps to successfully develop children's life skills for the future.
- Children show a real love for music, particularly when they sing and dance. For instance, as soon as a tune plays, children recognise it and get into position to start the actions to the song. They expertly know all of the words to their favourite songs, showing good memory skills. Children perform their unique dance moves, while showing an impressive awareness of beats that are fast and slow. Throughout the day, they may hear a word and relate it to a song, such as 'round' and sing the rhyme, 'Round and round the garden'. Children relish the freedom they have to express themselves creatively.
- The childminder uses opportunities throughout the day to help children develop

their mathematical skills. For example, she models counting the jumps when toddlers bounce on the trampoline. They practise with her, showing a good command of the number sequence. Older children take an interest in counting how many children are present. The childminder extends their mathematical skills by introducing the concept of 'one more' as they accidentally miss out one child. They choose to apply this method to add on the childminder to the original total. In this way, children's counting skills are supported well.

- The childminder encourages children to recall their prior knowledge to help them make connections with new learning. However, sometimes, when she asks several questions she accepts quick and basic responses, particularly from older children. At these times, they are not given time to draw on their existing learning or apply new words to provide a more detailed response.
- The childminder promotes ways to help children keep healthy. For instance, children grow tomatoes in the garden, which helps them understand where food comes from. Children wash their hands thoroughly before meals. They run, jump and climb with increasing body control. However, the childminder does not help children clearly understand the importance of good health. For example, she does not fully explain why children should make healthy food choices, follow hygiene routines, and exercise regularly.
- Parents are very complimentary about the education and care their children receive. They welcome the detailed information the childminder shares with them about their children's daily activities and ongoing progress. Parents comment on children's developing social skills, good behaviour and being active outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her responsibility to keep children safe from harm. She recognises potential signs and symptoms that may indicate a child is at risk of abuse, including exposure to extremist views. The childminder is aware of what she would do if she was concerned about a child's welfare. She carries out robust checks when planning activities and trips for children. This helps to ensure that the places they visit are suitable for the children she cares for. The childminder completes regular risk assessments to make sure her home and garden are safe for children to play in.

What does the setting need to do to improve?

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

- improve strategies to give children sufficient time to gather their thoughts and respond in more detail to questions
- support children to deepen their understanding of why it is important to follow

positive health routines.

Setting details

Unique reference number	EY408169
Local authority	Buckinghamshire
Inspection number	10301594
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 6
Total number of places	12
Number of children on roll	14
Date of previous inspection	16 January 2018

Information about this early years setting

The childminder registered in 2010. She lives in Taplow, near Maidenhead, in South Buckinghamshire. She operates Monday to Friday, from 8am to 5pm, all year round. The childminder works with one co-childminder and an assistant, who works term time. She accepts funding for the provision of early education for children aged two, three and four years. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection that 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 her evaluation of the childminder.
- The childminder shared information about what she wants children to learn with the inspector.
- The childminder and the inspector jointly evaluated an activity and the impact on children's learning.
- The inspector observed interactions between the childminder and children.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- Parents and carers shared their views of the setting with the inspector.
- The childminder made available relevant documentation for the inspector to review.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023