

Childminder report

Inspection date: 9 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 happy and confident at the childminder's safe and secure home. They settle quickly and fully engage in their own choice of activities. Children form affectionate bonds with the childminder and assistant. They build loving bonds with their friends too. Children follow the childminder's passion to provide the best possible care. For example, older children, without prompting, show consideration for younger ones when they fetch water bottles for everyone to have a drink.

The childminder supports and encourages children to learn new skills. For instance, children aim and throw a large ball through a hoop that is placed above their head. They persevere with this challenge and maintain focus. Children develop good hand-eye coordination and learn to exert just the right amount of strength to succeed. They receive meaningful praise for their resilience and develop a strong sense of pride.

The childminder has high expectations for children's behaviour. She has well-established routines and supports younger children with reminders of what event follows next. This is evident when children collectively show their impressive tidying skills. They happily dance to a song while putting away the toys. Children show their good listening skills as they tidy quickly to match the beat of the music. All children are well behaved and supportive of each other.

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

- The childminder and assistant jointly plan a curriculum that offers children real-life experiences that they may not have had before. For example, they organise regular outings, such as when they chat together in a coffee shop with a warm drink or take part in the weekly shopping at the supermarket. Parents report on their children's incredible shopping skills when they go together as a family, clearly showing how well children know the specific tasks. For example, children talk about how they use the scanner. In this way, children also learn about the impact of technology on people's lives.
- The childminder values children's views and opinions, which helps children feel a true sense of belonging. For instance, children express their ideas for new places they could visit for their next outing. The childminder readily takes this on board and looks to organise these events at a later date. Children show their great excitement as their suggestions are accepted, such as when they punch the air and 'high five' each other.
- The childminder works closely with parents, other professionals and schools that children will be attending. For example, she seeks advice from the local authority to help her accurately evaluate the provision and pinpoint areas for development. In addition, the childminder shares important information with

children's new teachers to aid their smooth transition to school.

- The childminder encourages children to be independent from the start. For instance, she is close at hand when babies attempt to climb on suitable equipment in the garden. Toddlers competently use cutlery to feed themselves. Older children put on their own shoes and try to do up the tricky fastenings. This helps to raise children's self-esteem.
- Children's next steps in learning and development are built into the plan of the day. Children choose from a wide variety of activities, indoors and outdoors. However, sometimes, the childminder does not fully identify opportunities to expand on children's learning. For example, children hold the childminder's pet tortoises and notice certain mannerisms, such as their head and legs retracting into their shell. The childminder does not explain why this may happen.
- The childminder takes time to reflect on her own and the assistant's practice. They complete mandatory training, such as paediatric first-aid training, as part of their professional development. However, more bespoke training opportunities to further enhance their teaching skills to a consistently higher level are not yet fully established.
- Parents forge strong relationships with the childminder. They compliment the childminder's positive approach in helping their children to behave well. Parents love hearing about their children's outdoor 'adventures' with the childminder and their friends. They state how impressed they are with their children's progress, particularly in their independence, social skills and confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues. She can identify potential signs and symptoms that may indicate a child is at risk of harm. This includes being aware of the risks associated with exposure to extreme views and behaviours. The childminder knows the procedure to report a concern about a child's welfare to the relevant authorities. She attends regular safeguarding training to update her knowledge. The childminder maintains a safe environment for children. She uses appropriate safety equipment and has suitable measures in place to ensure that children do not have access to areas that are unsafe for them.

What does the setting need to do to improve?

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

- identify opportunities to broaden children's knowledge to further support their curiosity in the natural world
- focus professional development more sharply to enhance the quality of teaching.

Setting details

Unique reference number	EY408179
Local authority	Buckinghamshire
Inspection number	10301595
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. The childminder works with a co-childminder and an assistant. The childminder operates Monday to Friday, from 8am to 5pm, all year round. She receives funding for the provision of free early education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3.

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 the premises and discussed how they ensure they maintain a safe and suitable environment for children.
- The childminder and the inspector discussed how the childminder organises what she wants children to learn.
- 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 and the inspector jointly evaluated an activity.
- Parents shared their written views of the setting with the inspector.
- 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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