

Childminder report

Inspection date: 16 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

The childminder gets to know children well, which helps them to form close bonds with her. She offers a warm, friendly environment, where children can move around freely and choose what they want to play with. This helps them to feel more confident and supports them to take part in activities they enjoy. The children's behaviour is good, as the childminder teaches them to share toys and wait their turn from a young age. Children play in harmony with each other and are quick to take direction for sharing resources or waiting to take turns. Children say 'please' and 'thank you' without prompt and give their friends a drink when they need one. Children develop positive social skills as they meet with the children of other childminders. This helps to widen their social experiences.

The childminder regularly shares nursery rhymes throughout the session, and children join in with the actions. Children develop a love of books and reading. Various books are available, which children often seek out and ask the childminder to read to them. For example, following a sensory activity based on the theme of a farm, children ask to read a book about a farm. They excitedly join in with the song 'Old Macdonald Had a Farm' and eagerly offer their ideas about the sounds animals make.

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

- The childminder gathers information about children when they first start to find out what they already know and can do. She builds on this as she continues to use assessment to inform her planning. The childminder knows the key skills that she wants children to learn by the time they go to school, such as self-care skills and being able to communicate their needs. This helps children to be ready for the next stage of their learning.
- The childminder has implemented a balanced and unique curriculum that reflects the children's individual development. She adapts activities quickly and skilfully to ensure that all children benefit in relation to their own development. For example, she encourages older children to learn about letter sounds and younger children to start to recognise letter shapes.
- The childminder encourages children to develop their early writing skills. For example, she shows children how to trace chalk letters and shapes on the paving slabs using water and brushes. Children are naturally curious to explore. They demonstrate a can-do attitude, dipping their brush into a bucket of water to make marks. Children develop control of their arm muscles and demonstrate good concentration. This supports their first steps in learning to write, as well as the next stage in their learning.
- Overall, the childminder supports children's communication and language development well. She narrates what children are doing and adds names to

objects in their play. This means that children are building their vocabulary. However, at times, the childminder does not fully extend children's learning by encouraging them to think things through for themselves.

- The childminder has an enthusiastic attitude to exploring new practices and learning techniques. She accesses regular training through forums and online courses. The childminder understands the importance of working in partnership with other settings that children attend in order to promote a consistent approach to their learning.
- The childminder regularly reflects on her practice and considers how to improve. For example, she has significantly reduced the amount of unnecessary paperwork she completes. This ensures that she spends more time supporting children's learning and development. The childminder completes training to support her knowledge of early years development. For example, she has recently completed a course to deepen her understanding of how to support children with special educational needs and/or disabilities.
- Parent feedback is highly positive. They comment on how well the childminder settles their children into her care and on how she provides them with daily updates. They talk about the positive progress their children have made in their development while in the care of the childminder.
- The childminder promotes healthy eating. She liaises closely with parents about providing children with healthy items in their lunch boxes, and she encourages children to eat sandwiches before treats. The childminder also promotes oral hygiene through activities linked to brushing teeth.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her safeguarding knowledge up to date. She can recognise the signs that indicate a child is at risk of harm. The childminder is confident in the procedure to follow should she need to report any concerns. She understands the steps to take if an allegation is made against herself or anyone else in her home. The childminder keeps well-organised records. She completes risk assessments of her home and outings, maintaining a safe environment for children to play and learn.

What does the setting need to do to improve?

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

- strengthen support for children to think for themselves during activities and interactions, to further extend their learning.

Setting details

Unique reference number	EY411438
Local authority	Buckinghamshire
Inspection number	10301540
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 11
Total number of places	6
Number of children on roll	18
Date of previous inspection	9 January 2018

Information about this early years setting

The childminder registered in 2010. She lives in Aylesbury, Buckinghamshire. She offers care Monday to Friday, throughout the year, from 7.30am to 6.30pm. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Lamey

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 setting and has taken that into account in her evaluation of the setting.
- The childminder spoke to the inspector about how she organises the early years provision, including how she plans her curriculum and experiences for children.
- The inspector observed the quality of the education being provided and assessed the impact on children's learning.
- The childminder provided the inspector with relevant documentation, including evidence of paediatric first-aid training and the suitability of people living on the premises.
- Parents shared their views of the setting with the inspector.
- The inspector and the childminder reflected on a learning experience provided for the children.

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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