

Childminder report

Inspection date: 21 March 2022

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 settle well and develop good levels of emotional well-being through close relationships with the childminder. They benefit from a broad curriculum, that is planned to help them make good progress in their development as well as preparing them successfully for school. Children are enthusiastic and curious learners. They enjoy spending time in the large garden and their bright and cheerful playroom, where they help themselves to good quality resources. For example, children develop good hand-eye coordination as they thread with wool. Children benefit from plenty of exercise and outdoor activities, which supports their physical skills and develops spatial awareness. For instance, they have fun on the swing and slide, and steer ride-on toys successfully around obstacles.

Children behave well. The childminder helps them to learn right from wrong. On the rare occasion that they find it difficult to share toys, the childminder quickly distracts them, so their learning is not disrupted. The childminder places a strong emphasis on praising children's positive behaviour and achievements. This helps to boost their confidence and self-esteem. The childminder encourages children to take turns and play cooperatively together. They learn to share from a young age and know what is expected of them.

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

- Strong partnerships with parents result in relevant and meaningful information being shared. This complements children's care and education, both at home and in the childminding setting. The childminder successfully monitors the children's progress, to help her identify where they may need extra help to close gaps in their learning. Parents comment that they are very pleased with the childminding service their children receive.
- The childminder is an enthusiastic and caring educator. Overall, she uses effective teaching techniques, such as open-questioning, suggesting, demonstrating and facilitating. This helps children to make consistently good progress in all areas of learning. However, sometimes the childminder does not fully encourage younger children to sustain their concentration and focus during a planned water activity.
- There is a strong focus on developing children's good communication skills. The childminder models language clearly and introduces new words as children play. She reads familiar stories and leaves gaps in repeated refrains, helping children to recall and fill in the missing words. In addition, children visit the library and take books home to read with their parents. Children refer to reference books during activities. For example, as they gather more information about living things.
- The childminder introduces mathematics into many activities. For instance,

during a water play activity, she encourages the children to talk about number, shape, size and volume. Children count spontaneously as they walk down steps in the garden and notice numbers hanging in the trees.

- The childminder makes good use of the local community to build on children's understanding of the world. For example, they enjoy going to the park, animal rescue centre and music group. Children explore simple technology and learn how things work. This is illustrated when they draw on a board using a magnetic pen. The childminder encourages children to recall events and to talk about their families, to help them understand their uniqueness.
- The motivated childminder constantly reflects on her good practice and she updates her childcare knowledge and skills through training and different websites. Children benefit from this by experiencing an even wider range of activities to support their communication and language. Since the last inspection, the childminder has introduced further resources to help children develop their understanding of cultural diversity. For example, children enjoy playing musical instruments and listening to music from around the world.
- The childminder successfully promotes children's health and well-being. Children learn good hygiene practices, such as the importance of brushing their teeth and eating healthily. They are sociable and begin to manage their personal care needs competently. The childminder helps children to learn about personal safety. For instance, children practise the emergency procedure, talk about road safety and learn how to use resources, such as scissors safely.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of different safeguarding issues, to safeguard children. This includes drugs and cross-county boundary issues. She also refreshes her knowledge in between planned statutory safeguarding training. The childminder knows exactly what to do if she has any concerns about a child, as well as an allegation. She knows how to make a referral to the relevant agencies, if she has a child-protection concern. The childminder completes daily safety checks of the environments the children use. This helps her to identify and minimise any potential hazards, to help keep children safe and secure.

What does the setting need to do to improve?

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

- develop existing good teaching skills, to fully encourage younger children to sustain focus and even more interest in planned activities.

Setting details

Unique reference number	EY428229
Local authority	Buckinghamshire
Inspection number	10106551
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 July 2015

Information about this early years setting

The childminder registered in 2011 and lives in Princes Risborough, Buckinghamshire. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification equivalent at level 3.

Information about this inspection

Inspector
Kim Mundy

Inspection activities

- This was the first routine inspection the setting 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 their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The childminder and the inspector carried out a joint observation during a water play activity.
- Parents shared their 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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