

Childminder report

Inspection date: 26 July 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 has high expectations for children's learning and she sets up her environment very well so that it is inviting and exciting for children. The childminder links the activities that she provides to children's interests, such as animals and familiar books. This promotes children's engagement and enjoyment of their learning.

Children demonstrate good levels of concentration during their play. For example, the childminder helps them to develop storylines as they play in the 'shop'. Children write menus and make foods for others. They add toppings and sprinkles to ice creams and serve cakes enthusiastically. Children build good relationships with the childminder. They explore their environment confidently, making choices of what to do next, which demonstrates that they feel safe and secure.

Children begin to develop an early understanding of healthy choices. For example, the childminder talks to children about foods that they can use in the play kitchen. The childminder names foods to help children become familiar with them, such as broccoli, orange and pears. In her conversations, she helps children to understand why foods are healthy, such as that milk is good for their teeth. The childminder also helps children to learn where food comes from. For instance, she talks about how milk comes from a cow.

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

- Children benefit from the childminder's clear vision for the curriculum. The childminder has considered what she wants children to develop before their move on to school. The childminder uses her own observations and reflections of what children know and can do to help her identify individual children's next steps in learning.
- The childminder demonstrates that she reflects on her practice well. Following her previous inspection, she now adapts her practice to give children more opportunities to explore and make decisions in their play. For example, she recognises the benefit of exploration prior to planned activities. She also knows when to step back and when to step in to support children's learning. This helps to promote children's enjoyment.
- The childminder enhances the curriculum with real-life experiences that children may otherwise not have. For instance, children enjoy regular outings. They travel by train and bus within their local area. Children particularly enjoy visits to the library where they get to borrow books to take home.
- The childminder supports children's fine-motor development well in their everyday play. For example, she encourages children to make lists during their imaginary play. Children write orders that are placed in their café, making marks

that are meaningful for them. Children also explore different tools, such as spoons, and they practise scooping and pouring oats with control in their sensory play.

- Children have positive attitudes to their learning and they demonstrate a determination to keep trying. For example, children smile and laugh as they learn to hit a ball with a bat. The childminder splits this into smaller steps to help children and they say 'I want to try'. They keep trying and exclaim 'I did it!' when they are successful. The childminder provides lots of praise to celebrate children's achievements.
- The childminder supports children effectively during changes in their home lives. For instance, she helps to prepare children for the arrival of their new siblings. The childminder reads stories to children about new babies and this helps them to adjust to changes well.
- Children develop good levels of independence for their age. For instance, they learn to wash their hands before eating. The childminder supports them to prepare their own snack. Children eagerly peel their own banana and chop it into pieces before eating.
- The childminder has developed communications with staff at other settings that children attend. For instance, she shares and seeks information about what children are working on next. This helps to promote continuity in children's learning and development.
- The childminder recognises when she can extend children's learning, such as by introducing early reading skills into their activities. However, she has not fully developed her own knowledge in order to do this as effectively as possible and deliver new knowledge precisely from the start.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to protect children's welfare. For example, she has completed training to ensure that her safeguarding knowledge is up to date. The childminder is able to describe signs and symptoms of abuse, such as in relation to county lines, domestic abuse and extreme behaviours. The childminder is familiar with local safeguarding partnership procedures. The childminder minimises risks to children effectively. For instance, she completes daily risk assessments of her home. She organises outings well, considering how to keep children safe when travelling by foot and in the car.

What does the setting need to do to improve?

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

- strengthen own understanding of how to develop children's early reading skills.

Setting details

Unique reference number	EY428249
Local authority	Buckinghamshire
Inspection number	10301596
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	5
Date of previous inspection	16 January 2018

Information about this early years setting

The childminder registered in 2011. She lives in the Stoke Mandeville area of Aylesbury and operates five days a week, from 7.30am to 6pm, for most of the year. The childminder holds an appropriate qualification at level 3. She accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

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 provider and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector completed a joint observation of a reading activity and evaluated this with the childminder.
- The inspector considered the written views of parents.

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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