

Childminder report

Inspection date: 10 September 2024

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 confident and independent learners who progress well in all areas of their learning. The childminder is focused on supporting children to reach their full potential in a fun and enjoyable way. She offers a well-designed curriculum that focuses on children's interests. For example, to help children learn about the life cycle of plants, the childminder recently organised a trip to a sunflower field. This sparked children's interest in planting and tending to their own sunflowers. They know the conditions that sunflower seeds need to grow. This helps children develop a good understanding of nature and the world around them.

The childminder places a high priority on supporting children's personal, social and emotional development. She is a good role model and interacts with children in a warm and gentle manner. Children build secure relationships with the childminder and find her to be very responsive when they approach her for help. They follow her lead and carefully consider ways to help their friends. For instance, they manoeuvre around the garden in their own wheeled toy cars. Children notice when some of their friends struggle to pass through a small space. They show kindness and consideration as they reposition their friend's car to help them get through.

The childminder encourages children to persevere when learning to manage their care needs, such as dressing themselves to go outdoors. Children love to do well. They proudly show the childminder their accomplishments, saying, 'I did it.' This helps children feel a sense of achievement and successfully promotes their self-esteem.

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

- The childminder provides children with a range of stimulating activities that ignite their curiosity. Children happily explore on their own, as well as together. They keenly observe what happens and try to make sense of their findings. For example, children learn that if they let go of their toys at the top of guttering tubes placed at a gradient, their toy cars move fast. They squeal with delight as their cars quickly reach the ground. Other children join in the play and test other items, such as balls. In this way, they discover that objects with curved edges roll down faster than ones with straight edges. This supports children's early mathematical understanding of the properties of shapes, as well as enhancing their problem-solving skills.
- Children love to be physically active in the fresh air. They develop impressive climbing skills as they repeatedly use the slide in the childminder's garden. In addition, children practise their hand-eye coordination and fine motor skills as they carefully pour different amounts of water into narrow vessels. The childminder promotes children's scissor skills as they snip away grass in their

home-made fairy garden. These activities help to strengthen the small muscles in children's hands ready for early writing skills.

- The childminder reviews children's ongoing progress regularly. She highlights what they need to learn next and shares these with parents. This helps children's continuous learning as parents carry out similar activities at home. However, when planning and delivering adult-led activities, the childminder does not always consider building on what children know and can do already in a more precise way. On these occasions, children's knowledge and skills are not extended to maximise their development.
- As part of their daily routine, children experience moments of calm and thoroughly enjoy their story time after lunch. They keenly choose stories they want the childminder to read to them. Children eagerly anticipate what will happen next. They listen intently to the childminder as she reads with expression, and they answer simple questions about the story. They also ask the childminder questions to support their full understanding of the story events. This develops and supports children's widening vocabulary.
- Children's behaviour is generally good. At times, they show impressive concentration for long periods of time. For example, children show full engagement when acting out a tea party scenario in the garden. They pretend to pour and sip tea from cups. However, on occasions when children struggle with sharing and taking turns, the childminder is quick to intervene and resolve conflict. During these situations, children are not given the opportunity to apply their previously learned good behaviour strategies to resolve minor disagreements independently.
- Parents are highly complimentary about the education and care their children receive. They have noticed the progress their children have made, particularly in their speech, confidence and independence. The childminder gives advice and support to parents, which they really appreciate, such as working together to successfully improve children's diet to include more vegetables.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review and improve planning and delivery of adult-led group activities to build more precisely on individual children's existing knowledge and skills
- support children to negotiate minor conflict independently and resolve minor disagreements.

Setting details

Unique reference number	EY430297
Local authority	Buckinghamshire
Inspection number	10351235
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	7
Date of previous inspection	17 October 2018

Information about this early years setting

The childminder registered in 2011 and lives in Amersham, Buckinghamshire. She cares for children from Monday to Thursday, from 7.30am to 5.30pm, all year round. The childminder is eligible to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke with the inspector during the inspection.
- 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 inspector carried out a joint observation of a group activity with the childminder.
- 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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