

Childminder report

Inspection date:

1 September 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder assesses children's current knowledge and skills and identifies broad aims for their learning. She focuses on following children's interests. However, the childminder does not clearly plan how she will use these interests to deliver an ambitious programme of learning. As a result, she does not consistently support children to learn well as they play. This does not help children to consolidate what they already know and develop new skills and knowledge. That said, the childminder models new words and phrases to extend children's vocabulary. Children have opportunities to practise existing skills, such as pedalling small bicycles and making marks with chalk.

The childminder welcomes children into her home. She is effective in helping children to settle and ensures that her home is safe and suitable. This helps children to feel emotionally secure and physically safe. The childminder offers younger children the cuddles and smiles they need to settle. Older children confidently move around her home.

The childminder identifies children who may need some extra support, such as with managing their emotions and considering the needs of others. She deals with any incidents of unwanted behaviours calmly and fairly. Under the childminder's guidance, children begin to learn about acceptable behaviour.

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

- Although the childminder identifies broadly what children need to learn next, she does not consistently use this information to plan a sequenced curriculum. For example, although the childminder recognises the importance of reading to children, she does not plan clearly how she will ensure that all children have regular opportunities to listen to stories. Nor does she plan precisely how she will help some children gain the skills they need to focus and listen well when she does read to them. As a result, children do not learn the skills they need to join in with these valuable learning experiences.
- The childminder has not focused her own professional development on ensuring that she has a clear understanding of her role as an educator. This has led to inconsistencies in her teaching. Although she supervises children closely as they play, she does not offer consistently effective support to ensure that these play experiences also help children to learn well. For example, the childminder does not recognise when children need support to move away from repetitive play that is adding little value to their existing skills.
- Children find resources initially inviting because they are often things they recognise and like to play with. For example, children are drawn to train tracks and toy vehicles. However, the childminder does not recognise when children

need support to use these toys in meaningful ways to support their learning. As a result, children discard toys and get out more items. This leads to a further lack of focus and concentration from children, who find the sheer abundance of toys distracting. The childminder does not offer effective interactions to ensure that children learn well during these times of self-chosen play.

- Overall, the childminder models language in ways that support children's developing speaking and listening skills effectively. She describes items in ways that extend children's vocabulary. For example, when children comment that they can see a ball, she adds the words 'spiky', 'round' and 'orange' to describe it. The childminder asks questions in ways that encourage back-and-forth conversations.
- Some teaching is effective, especially when the childminder has planned specific activities. For example, children enjoy exploring different textures as they use dough. They build muscle control as they pull the lids off containers and prise out the contents.
- The childminder supervises children closely in her home. She has recently reviewed her risk assessments around outings to ensure that she can be as vigilant at these times. For example, the childminder has reviewed the numbers of children she can safely take to certain parks.
- The childminder works closely and effectively with parents and carers to help children to settle. She finds out about children's sleeping and eating routines. She focuses on replicating these in her home to provide continuity for these young children. The childminder helps children to become familiar with their new environment. She builds warm relationships with them so they see her as someone they can trust.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
develop and deliver an ambitious curriculum that focuses effectively on what children most need to learn next	31/10/2025

focus professional development on improving teaching skills, including supporting children's learning during periods of self-chosen play.	31/10/2025
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To further improve the quality of the early years provision, the provider should:

- help children to focus well and engage in meaningful learning, such as by improving the organisation of the learning environment.

Setting details

Unique reference number	EY433739
Local authority	Buckinghamshire
Inspection number	10415664
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 October 2021

Information about this early years setting

The childminder registered in 2011. She lives in Chesham, Buckinghamshire. The childminder provides care throughout the year, from 8am to 5.30pm, Monday to Friday. She offers government-funded childcare.

Information about this inspection

Inspector
Sarah Holley

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder spoke with the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views, and the inspector took these into account.

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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