

Childminder report

Inspection date:

5 September 2025

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides an inviting and fun environment that supports children's learning well. Children are content and happy in the childminder's care and explore a wide range of activities, both indoors and outdoors. They enjoy learning in the garden, digging and building in the sand. They climb on play equipment and learn to care for the childminder's pet rabbit. Children are familiar with the rules and understand why they are in place. For example, children understand why they should not run down the steps to the house. The childminder explains what could happen if they do this.

Children's behaviour is good. They listen to the childminder and follow instructions. For instance, children tidy up their toys and take turns. Children are independent. They put their own socks and shoes on before going to the garden, for example. The childminder has high expectations of children's behaviour and high aspirations for their learning and development.

Children snuggle up to the childminder while looking at photos of a recent trip to the local woodlands. They excitedly recall running over the bridge 'away from the troll', as the childminder retells the story that supported their play. Children talk animatedly about their experience, laughing and smiling with the childminder as they explore their memories.

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

- The childminder organises and manages the provision well. She undertakes training to continually support her own development. She evaluates the provision and her teaching skills regularly to identify areas that could be further enhanced. This supports her to stay up to date with developments in early years education and to provide a good service to children and families.
- The childminder plans a well-balanced curriculum to support children's learning and development and uses children's interests to organise engaging experiences. She has appropriate knowledge of how children develop and this supports her to plan well for each child's learning. Children have a positive attitude towards learning, are inquisitive and make good progress across the curriculum. This supports them in preparation for the next steps in their education.
- The childminder supports children in their social development. She encourages them to find solutions together when they find turn taking difficult, for example. Overall, children manage their feelings well. However, sometimes they need more support from the childminder to understand and explore how they are feeling and this is not always readily available.
- The childminder gives children plenty of opportunities to develop their independence. She teaches them how to master skills for themselves. Children

access their own drinking water and their belongings independently and persevere with tricky tasks, such as dressing themselves. The childminder ensures that she gives children enough time to have a go before stepping in to support them. They learn the skills they need to thrive in life.

- The childminder plans a broad range of outings to enhance children's learning. For example, they visit the airport to watch aeroplanes take off and land. They take boat rides and spend time in local parks and woodlands. Children build on their knowledge of the world around them.
- The childminder provides nutritious home-cooked meals for children. They enjoy trying new foods and discussing what they are having for lunch. The childminder supports children to make healthy choices and mealtimes are a sociable experience. Children learn how to keep their bodies healthy and form positive habits for life.
- The childminder understands how to assess children's development. She identifies any gaps in their learning quickly and works hard to close these gaps effectively and swiftly. All children make good progress in their learning and development.
- The childminder works in partnership with parents to tailor children's care to their individual needs. The childminder gets to know children and their families well. She provides an individual and flexible service to meet each child's and family's needs. Parents speak highly of the care and education their children receive. This promotes the consistency of children's care and learning well.

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:

- enhance knowledge and understanding of teaching strategies to support children's personal and emotional development further.

Setting details

Unique reference number	EY438095
Local authority	Buckinghamshire
Inspection number	10399816
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	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 December 2019

Information about this early years setting

The childminder registered in 2011. She works with another registered childminder in Bourne End, Buckinghamshire. The childminder operates all year round, from Monday to Friday. Session times are between 8am and 6pm. She offers government funded early education and has a childcare qualification at level 4.

Information about this inspection

Inspector

Nicole Odell

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- 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.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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