

Childminder report

Inspection date: 24 April 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

Children are happy, settled and beginning to grow in confidence. The childminder supports their well-being effectively, and they have good levels of self-esteem. Children behave well. They demonstrate positive attitudes to their learning and show strong listening skills as they respond to the childminder's questions. For example, the childminder recalls prior learning as she describes how frogspawn turns into tadpoles. Through further skilled questioning, the children can explain that the tadpoles then turn into frogs. This supports children's developing communication and language skills.

Good arrangements are in place to support children who speak English as an additional language. For example, the childminder finds out about children's home language vocabulary. She uses visual picture prompts with simple, singular words to support young children's language development. In addition, children have access to a range of stories in their home languages.

Children are motivated to explore and investigate and show high levels of curiosity and concentration. For example, they fully engage in an activity where they explore paint. Younger children mix colours and enjoy exploring the paint with their hands. Older children use cotton buds competently to make marks and are able to describe to the assistant what they have drawn, while other children can describe how mixing orange and blue paint makes brown.

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

- The childminder provides a broad curriculum, and children access a wide range of interesting resources. She plans exciting activities, which children engage in well. Children are able to link this to their prior learning. The childminder makes regular observations and assessments of children's learning to ensure that they make good progress.
- Children begin to manage their own self-care needs well. For example, the childminder and her assistant teach children how to wash their hands ahead of mealtimes and put their shoes and coats on by themselves. Children are learning how to use cutlery competently. For example, children use knives to cut their own fruit at snack time. This helps them to become more confident and independent.
- The childminder and her assistant recognise that many children had fewer opportunities to socialise due to the COVID-19 national lockdowns. In response, they offer lots of gentle and clear support as children learn the skills of sharing and playing cooperatively.
- Parents speak highly of the childminder. They report that she communicates well with them. For example, the childminder has introduced an online application

since the last inspection, which further enhances her communication with parents. However, the childminder recognises that she has not extended this to offering parents suggestions on how they can support their child's learning at home.

- Children are well prepared for their next stage of learning. They are supported through each stage, including starting school. The childminder works in partnership with future pre-schools and schools to ensure smooth transitions when children move on. For example, local teachers come to visit the setting ahead of children starting school.
- The childminder and her assistant have high expectations for children's behaviour. For instance, they model good manners, such as saying 'please' and 'thank you'. Children then go on to use these words correctly, saying 'more, please' at mealtimes.
- Children show a strong disposition for learning. They are excited and motivated by the activities on offer and are keen to join in. For example, they enjoy their daily singing where they 'hop like little bunnies' and join in with the actions and words of 'Incy Wincy spider.'
- The childminder provides a range of opportunities for children to be physically active. For example, children enjoy visits to the local woods. They play outdoors, concentrating well and practising skills, for example, safely walking up and down steps while carrying objects.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep all children in her care safe from harm. She has a good knowledge of child protection issues and knows how to identify the possible signs of abuse and neglect and how to report any concerns that she may have about a child. This includes the action the childminder should take if there were an allegation made against her, her assistant or any household member. In addition, the childminder regularly updates her safeguarding knowledge through training. She ensures that her assistant has a good knowledge and understanding of safeguarding, completes appropriate training and would know what to do if she had any concerns about children.

What does the setting need to do to improve?

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

- build on the good support for the childminding assistant to help identify highly effective professional development and improve her skills further
- strengthen ways to further help parents to be able to support their child's learning at home.

Setting details

Unique reference number	EY445550
Local authority	Buckinghamshire
Inspection number	10280246
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 11
Total number of places	10
Number of children on roll	23
Date of previous inspection	8 September 2017

Information about this early years setting

The childminder registered in 2012 and lives in High Wycombe. She opens all year round, from 8am to 5pm, Monday to Friday, except for family holidays. The childminder works alongside an assistant. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Amanda Perkin

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 childminder and has taken that into account in their evaluation of the provision.
- The childminder and the inspector held a discussion to understand how the early years provision and curriculum are organised.
- Parents shared their views through written feedback. The inspector took these views into account.
- The inspector observed children as they were engaged in a variety of activities and assessed the impact that this had on children's learning.
- The childminder and inspector carried out a joint observation of an adult-led activity delivered by the assistant.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household. She also spoke to children, the childminder and her assistant at appropriate times throughout the day.

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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