

Childminder report

Inspection date: 14 October 2022

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 appreciate their consistently positive interactions with the childminder. They behave well. Children gain confidence in their abilities. For example, toddlers laugh with delight as they build towers with the childminder and knock them down. The childminder promotes diversity and inclusion with the children. For instance, they have opportunities throughout the year to learn about and to explore different cultural festivals.

Children develop strong, trusting relationships with the childminder. She recognises when toddlers are hungry or tired and swiftly attends to their needs. Children show they feel safe as they come to her for comfort and cuddles. The childminder sensitively acknowledges when children are upset and helps them to manage their feelings.

The childminder uses her good knowledge of child development to help her to plan activities which support children's learning. Toddlers want to do things independently, expressing their own preferences and interests. For example, they choose to play with stacking toys, carefully replacing the shapes onto the spindle. The childminder is a positive role model, who provides children with plenty of praise and encouragement. This supports children's self-esteem and confidence well.

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

- The childminder provides a variety of play experiences for children to support their interests and abilities. She recognises when children need more help, for example with speech and language. Toddlers are encouraged to practise their speaking skills as they play. For example, they repeat simple words and mimic sounds. As a result, children's language develops as they hear correct pronunciation and new vocabulary.
- Parents write warmly about the childminder and the care she provides. The childminder collects information from parents when their children first start at the setting. For example, she finds out about children's interests, current levels of development and their routines. The childminder works with parents to encourage children in their personal care and self-help skills. For example, children learn to go to the toilet independently.
- Children benefit from a range of learning opportunities in the local area and community. They learn more about the wider world on their frequent outings to local parks and toddler groups. They have regular opportunities to socialise with other children and adults, which helps to support their social development well. Children are developing a strong sense of themselves and they learn about the differences between the people in their communities.

- The childminder provides a variety of activities for children to develop their literacy skills. She has a wide selection of books and uses these to stimulate children's interest in reading. Children are able to choose books to read independently. However, the childminder does not provide as many opportunities for children to freely access and practise early mark making, to develop the small muscles in the hands even further.
- The childminder promotes children's good health and follows good hygiene practices. Children develop an awareness of hygiene routines from an early age, for example, when washing their hands before meals. Children have daily access to fresh air and exercise. All children are encouraged to be as independent as possible. For example, toddlers learn to put on their own shoes and coats independently.
- Children respond well to the childminder's clear boundaries and their behaviour is good. She is a positive role model to children, with her kind and warm approach. Children feel safe and secure and have high levels of self-esteem.
- The childminder reflects on the service she provides. She rotates resources and toys to maintain children's interest and purchases new equipment. The childminder meets with other childminders to share ideas and good practice. She seeks feedback from parents to help her make improvements.
- The childminder has completed all statutory training and researches information to keep her knowledge and skills up to date. However, she has not accessed targeted training to support children's individual needs even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in keeping children safe. She regularly updates training that provides her with a secure knowledge of the signs and symptoms of abuse. The childminder knows the procedures to follow should she need to respond to concerns about the welfare of a child. She has a broad understanding of local safeguarding concerns, including the potential risk to children with regard to radicalisation and extremism. The childminder carries out regular checks of the premises and equipment, making sure children are cared for in a safe and secure environment.

What does the setting need to do to improve?

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

- enhance children's opportunities to practise mark making and develop their early writing skills
- engage in ongoing training opportunities in order to develop the quality of teaching and learning even further.

Setting details

Unique reference number	EY449575
Local authority	Buckinghamshire
Inspection number	10228692
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 8
Total number of places	4
Number of children on roll	4
Date of previous inspection	6 December 2016

Information about this early years setting

The childminder registered in 2004. She lives in High Wycombe, Buckinghamshire. The childminder offers childcare from Monday to Friday, 7.30am to 5pm, all year round, including out-of-school care. She holds a recognised early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Robertson

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 setting.
- The childminder and the inspector completed a learning walk together around the areas of the childminder's home used for childminding.
- The inspector held a number of discussions with the childminder throughout the inspection.
- A range of documents were looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- During the inspection, the inspector spoke to and interacted with the children. The inspector took account of the views of parents through written feedback.

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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