

Childminder report

Inspection date: 15 June 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 benefit from a wide range of learning opportunities, which the childminder replicates indoors and outdoors, to support their development. They learn to manage risks in their own play. For example, children learn to climb up and down stairs independently to access different areas of the garden. Children begin to learn how to keep themselves safe. They use and hold equipment with care and tell others about the safety issues associated with tools, such as scissors.

Children are well behaved. They learn to cooperate with each other. They begin to say words such as 'share' as they learn to take turns with resources. Children benefit from lots of praise and support when they listen and show respect for their peers. For example, when they use sign language to thank their friends. Children persevere in their learning and know that they can say 'help' when they need assistance.

Children develop strong bonds with the childminder. They are happy and feel secure in her care. Younger children smile happily and are content. Older children eagerly explore different areas to extend their own interests. For example, they enjoy painting activities, holding the paintbrush with control and making different marks on the paper. They play imaginatively, pretending to make ice creams in the shop for their friends. Children seek their favourite books. They hold them correctly and turn the pages confidently. Children are well prepared for the next stages in their learning.

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

- The childminder helps children to recall prior knowledge and learn new skills. For example, in a craft activity, children say 'round and round' as they swish the paintbrush in circles so that paint gathers on the brush. Children say 'sharp' when they see scissors. They listen and look carefully as the childminder talks to them about how to hold the scissors and 'open' and 'close' them to make snips in the paper.
- The childminder includes mathematics spontaneously in children's play. For instance, she captures opportunities for children to learn new language, such as 'full', 'empty' and 'more' as they make sandcastles. She uses positional vocabulary in her interactions with children, such as 'on top' and 'next to' as they make their own soft-play obstacle course.
- At times, the childminder focuses her interactions on the older children who attend. She organises activities within their reach, which enables them to learn and explore independently. However, she has not fully considered how to spontaneously adapt her interactions with younger children, and change the organisation of some activities, to enable them to have the same opportunities

to follow their interests independently in an age-appropriate manner.

- The childminder supports children to learn to be considerate to others. For example, she helps children to learn to take turns with resources. She gives children the skills to manage this, for example by counting to 10, before swapping over toys with their friends.
- The childminder helps children to manage their self-care independently. For example, after their activities, she encourages them to understand the need to wash their hands. Children manage this routine independently, with visual support to help them complete each stage.
- The childminder has robust procedures to ensure that she meets children's dietary requirements. For example, she works in partnership with parents to find out about children's needs, including allergies, when they start attending. She ensures that children are kept safe, for example by making sure all parents provide allergy-friendly packed lunches for their children.
- Parents are complimentary about their children's experiences with the childminder. They say that their children enjoy the opportunities to play outdoors. Parents find the information that the childminder shares with them very valuable. For instance, she provides daily feedback. She also provides advice and support for parents at key points in children's development, such as weaning.
- The childminder helps children to learn about people and communities other than their own. For example, children learn about other festivals and celebrations in the calendar year. The childminder openly answers questions that children ask about similarities and differences between themselves and others.
- The childminder is positive about further improving her practice. For example, she is currently completing a forest school qualification with the aim of further improving her outdoor provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she keeps her safeguarding knowledge up to date by completing relevant training and development. She is aware of the local safeguarding partnership procedures for referring concerns about children's welfare or if an allegation should be made. The childminder is able to describe signs and symptoms of abuse and she is aware of safeguarding concerns in the local area. She uses resources, where relevant, such as child-friendly books, to teach children about how to keep themselves safe online. The childminder completes daily risk assessments in her home and outdoor area to keep children safe.

What does the setting need to do to improve?

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

- review the organisation of some resources and activities to increase opportunities for younger children to be able to access and explore these spontaneously and in an age-appropriate manner.

Setting details

Unique reference number	EY449793
Local authority	Buckinghamshire
Inspection number	10228697
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	0 to 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	30 January 2017

Information about this early years setting

The childminder registered in 2012. She lives in Aylesbury, Buckinghamshire. The childminder employs one assistant, who works very occasionally. The childminder provides care from Monday to Thursday, 8am to 6pm, during term time. She operates on Tuesday and Wednesday during school holidays. The childminder divides the time she cares for children between her home address and a local church. She holds an appropriate childcare qualification at level 3 and accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector talked to the childminder about how she organises the curriculum.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector took account of the written views of parents.

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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