

Childminder report

Inspection date:

6 May 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 cares about the children she looks after. She welcomes them into her home, helps them settle and ensures the environment is safe and suitable. Children move around her home confidently. They understand routines, such as what they need to do before going outside to play. They help find their coats and shoes. The childminder supervises them closely to keep them safe, including when going down stairs and during mealtimes.

The childminder makes accurate assessments about what children know and can do. Using these assessments, she identifies broad aims for their learning, including when children need support with their language or some social skills. However, the childminder does not then plan how she will introduce the learning using the steps needed to help children to build upon what they know and can do to achieve these skills. There are inconsistencies in how effectively she helps close these gaps in children's skills and knowledge. Children have access to lots of resources that reflect their interests, such as in vehicles and favourite television characters. However, these do not sustain their interest for long enough to consistently ensure children are learning well, alongside having fun. That said, children do learn from opportunities to practise emerging skills. The childminder encourages children to practise ball skills and climbing outside. Inside, the childminder helps introduce accurate counting to children as they explore water.

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

- The childminder has not been fully proactive in continuing her own professional development. She has accessed essential training, such as paediatric first aid. However, she has not been as successful at maintaining her knowledge of aspects of the learning and development requirements, such as how to plan and deliver an effective programme of learning for children (curriculum). This has led to gaps emerging in her knowledge about her role as an educator. This, in turn, has led to variations in the quality of teaching. For example, although the childminder understands the importance of reading and sharing books with children, she struggles at times to maintain children's attention when reading to them. Children are distracted by the busyness of the environment due to the volume of toys that are out at times. The childminder has also struggled to identify the skills children need to develop before they can successfully sit to listen to and concentrate on a book.
- The childminder takes children on a well-considered programme of outings to help them learn about the world around them. Children remember these and can recall, for example, some of the animals they saw. This helps build on children's existing knowledge.
- Occasionally, the childminder plans with clear learning intentions in mind and

children learn well. For example, when children take part in water play, the childminder is clear about the words she wants to introduce and that she is going to embed previous learning about numbers. Children repeat the words the childminder uses. They listen and watch as the childminder counts plastic ducks and begin to repeat the numbers in order. At these times, their language and mathematical development is being supported effectively. Unfortunately, this practice is inconsistent, and the children do not experience this level of planned interaction frequently enough to promote consistently good progress.

- The childminder provides lots of toys and resources and children initially find these interesting. However, because the childminder has not fully considered how children will use these to learn, children's initial interest is not maintained. They quickly lose interest in what is on offer, and their play lacks purpose and focus.
- The childminder diligently meets children's care needs. She checks nappies regularly, ensures children wash their hands before eating and organises her routines to enable children to get the rest and sleep they need. She plans plenty of opportunities for children to be out in the fresh air. This practice all promotes children's good health effectively.
- Children behave typically for their age. Younger children show they still need lots of support to learn to manage their emotions, share and play cooperatively. When there are disagreements, the childminder calmly intervenes. However, due to the weaknesses in how she plans for children's learning, the childminder has not considered the specific skills children need to learn next to begin to manage their own emotions and these behaviours persist. The childminder has to spend much of her time addressing disagreements, which limits the time she has available to support other aspects of children's learning.
- The childminder forms warm partnerships with parents. Before children first start, she finds out about their interests, routines and what they know and can do. She uses this information to plan how she will help children settle. She provides parents with ongoing updates on their children's progress. This enables parents to further support learning at home.
- The childminder reaches out to staff at nurseries children also attend. She establishes a two-way flow of information in order to build a secure picture of children's learning and interests. These effective partnerships help provide continuity to children's care and learning.

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 a secure understanding of how to plan an ambitious curriculum, and provide effective learning experiences that consistently help children build further on existing skills and knowledge.	31/07/2025

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

- improve the organisation of the learning environment, so that it helps children focus well and engage in meaningful learning
- develop further strategies to help children learn to manage their own emotions.

Setting details

Unique reference number	EY452019
Local authority	Buckinghamshire
Inspection number	10394539
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 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 September 2019

Information about this early years setting

The childminder registered in 2012. She lives in Marlow, Buckinghamshire. The childminder operates from 8am until 6pm, Monday to Friday, throughout most of the year. The childminder offers funded early education for children aged nine months and above.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- 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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