

Childminder report

Inspection date: 9 May 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 form strong bonds with the caring childminder, who gives them plenty of reassuring cuddles and affection. They are happy and secure while being away from their parents. Children explore and help themselves to the good-quality resources during stimulating indoor and outdoor activities. They have time to play and investigate at their own pace. Children are very motivated and show good levels of interest. For example, they are highly focused as they explore a cornflour and water mix and fill and empty containers.

Children understand the high expectations that the childminder has of them and, consequently, behave very well. They learn to play happily alongside each other. The childminder teaches them the importance of rules and boundaries. She frequently praises children and supports them as they learn how to share. This helps them to learn how to play cooperatively, as they show care and kindness towards others.

Children learn about the importance of living a healthy lifestyle. For example, they follow good hygiene routines and enjoy home-cooked meals. From a young age, children learn to manage their personal needs effectively. The childminder encourages them to feed and dress themselves. During activities, she waits for children to have a go for themselves, before offering assistance. This helps to build on children's growing confidence and independence.

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

- The motivated childminder has a good understanding of the learning and development requirements. She closely tracks children's progress to ensure that any gaps are identified and acted upon. The childminder plans a broad curriculum for children's learning effectively.
- The childminder uses effective teaching skills to help children to make good progress. For example, as they explore a cornflour and water mix, the childminder makes suggestions, models language clearly, introduces new words and repeats them back correctly to young children. This helps them to develop good speaking and listening skills.
- Parents share information about their children's routines and interests with the childminder at the start of childminding arrangements. However, the childminder does not consistently gather enough information from parents about their children's early abilities, to help plan immediately for their learning in her setting.
- The childminder introduces children to a wide range of stories, songs and rhymes. She makes good use of visual aids to further support children's understanding and to maintain their interest. This helps children to develop a

keen interest in literacy from a young age.

- Overall, the childminder establishes strong and effective partnerships with parents. Comments from parents indicate that they are very pleased with the childminding service they receive. The childminder offers advice and support about children's care needs as well as their general development. However, she does not consistently share specific ideas with parents, to enrich children's learning at home.
- Children make good progress in their physical development. For example, they strengthen the muscles in their hands as they press buttons and turn levers. They walk confidently and gain control over their bodies as they push and steer toys and balance on apparatus. Children clearly enjoy learning outdoors and are enthused by the childminder's playful interactions. They squeal with delight as they have fun with the water hose. They water the seeds they planted and make patterns on the fence.
- Children learn about the world around them. For instance, they care for the childminder's guinea pigs and chickens. Children take part in charity events to help them understand that some people are less fortunate than themselves.
- The childminder uses plenty of mathematical language to help children learn to count and to recognise colours, numbers and shapes. They hear positional language, such as 'up' and 'under'. Children learn about measurement, for example, as they weigh ingredients when cooking.
- The childminder is very enthusiastic. She is committed to further developing her current good childminding practice. The childminder identifies and attends training courses to strengthen her knowledge of childcare, such as safeguarding training to protect children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and other safeguarding concerns, such as radicalisation. She is aware of the signs and symptoms that may indicate that a child is at risk of harm. The childminder knows who to contact if she has concerns about a child's safety or welfare. She keeps up to date with any safeguarding changes. The childminder assesses possible safety risks and takes steps to help children stay safe and secure. She teaches young children the importance of personal safety. For example, on outings, she raises children's awareness of their surroundings and teaches them about road safety.

What does the setting need to do to improve?

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

- gather more detailed information from parents about what their children already know and can do, to help plan for their learning as soon as they start

- enhance the good partnerships with parents, to further support, complement and extend the children's learning at home.

Setting details

Unique reference number	EY458490
Local authority	Buckinghamshire
Inspection number	10228773
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	5
Number of children on roll	5
Date of previous inspection	16 January 2017

Information about this early years setting

The childminder registered in 2013. She lives in Oakley, Aylesbury, Buckinghamshire. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She is in receipt of funding and she has a recognised early years qualification at level 3.

Information about this inspection

Inspector
Kim Mundy

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 inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder and children at suitable times throughout the inspection.

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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