

Childminder report

Inspection date: 5 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Since the last inspection, the childminder has worked hard to improve her knowledge and understanding of ways to create an ambitious and well-sequenced curriculum. She carefully considers individual children's developmental needs and abilities when planning and implementing a variety of interesting activities. In this way, children are motivated to stay engaged for longer periods of time. Children know the rules and routines well. For example, they choose what they want to play with in the garden, waiting patiently by the shed for the childminder to bring out the resources. Children absolutely relish their time in the fresh air. They show a developing sense of managing their own and other's safety, such as making sure that when using the swing, there are not any of their friends nearby.

Strong attachments are formed between the childminder and children. The childminder shows great respect and kindness towards them. Overall, children recognise and follow these good qualities with each other. There are moments in the day when older children support one another well. For instance, when children's tricycles get stuck in mud, they help each other to push them along. Children feel happy and secure with the childminder, who celebrates their efforts and achievements. They proudly present their own creations to new visitors and excitedly exclaim, 'look at this'. This helps to illustrate how confident and self-assured children become, whilst with the supportive and nurturing childminder.

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

- There is a strong emphasis placed on raising children's communication and language. The childminder encourages babies to express themselves as they babble, say some recognisable key words and use gestures. She comments on their play to help them understand the meaning of new words, such as saying the word 'in' while babies fill a pot with play dough balls. Older children learn new words that mean the same thing. For example, the childminder encourages them to soften their hard play dough by rolling it between hands to make it more 'pliable'. In this way, children's vocabulary continues to grow.
- The childminder provides a range of real-life experiences to raise children's awareness of the world around them. For instance, she involves children in caring for her pet chickens and ducks, housed in the garden. Children know about these animal's life cycles, diet and specific features. They especially love it when they run around the garden with the chickens and ducks, under the watchful eye of the childminder. Rich, first-hand opportunities such as these, bring children's knowledge of facts to life.
- The childminder constantly observes children and regularly assesses their abilities. She has a clear understanding of what children know and can do, and plans activities to move children's learning to the next level. However, during

some adult-led activities, there are times when the childminder intervenes too quickly to do things that children are quite capable of trying themselves. She does not always give children sufficient time to fully investigate the resources on their own, before moving on to something else. On these occasions, children are not consistently supported to become more inquisitive or given opportunities to satisfy their curiosity.

- As part of the broad curriculum, children learn about similarities and differences between people. The childminder helps to increase their awareness of their own and others cultures, traditions and beliefs. In this way, children feel valued and welcomed. The childminder teaches them about different festivals in the calendar year, such as Diwali, Christmas and Chinese new year. Her resources and books reflect people of different skin tones and disabilities. In this way, children begin to develop an understanding of the diverse world they live in.
- The childminder has developed a true passion for enhancing her professional development through various training programmes and support from the local authority early years advisers. This has helped her immensely to enhance the provision to impact children's outcomes. For example, she has invested in additional resources, such as writing aids to strengthen children's pencil grip to make more controlled marks.
- Parents compliment the progress their children make in the care of the childminder, particularly in their personal and educational growth. They receive regular verbal and written feedback about their children's time with her. Parents look forward to receiving videos and photographs of their children experiencing 'wow moments'. They highly appreciate the childminder's care and supportive nature. Although this is the case, the childminder is yet to establish stronger working partnerships between herself, parents and other settings that children attend. This does not help to fully support children's development by using common strategies that promote continuity and consistency in 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 further improve the quality of the early years provision, the provider should:

- improve teaching skills further to recognise when to intervene and when to allow children time to explore and investigate for themselves
- establish closer working partnerships between parents and other settings that children attend, to enhance continuity in children's development.

Setting details

Unique reference number	EY467601
Local authority	Buckinghamshire
Inspection number	10360579
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 July 2024

Information about this early years setting

The childminder registered in 2013. She lives in the village of Marsh Gibbon, Oxfordshire. She offers care from 8.30am to 5pm, Monday to Thursday, throughout the year. The childminder is eligible to receive funding to provide free early education for children aged nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the childminder carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- 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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