

Childminder report

Inspection date:

15 July 2024

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 is kind and welcoming to children and their families. She is a consistent presence in children's lives and helps them feel confident in her care. Children show they enjoy her company and being in her home. They enjoy using the resources and toys they know will be available to them, happily making choices about what they would like to play with. Children know they can ask to go outside to explore the childminder's garden, and very much enjoy doing so. They behave typically for their age and receive clear guidance from the childminder about the importance of sharing and being kind to others.

The childminder understands her role as a carer and the importance of keeping children safe. However, she is less confident about her role as an educator. She plans some very broad aims for children's learning, but these are not precise enough to enable her to target her teaching effectively on what children most need to learn next. Children enjoy their self-chosen play but do not receive consistently effective support to ensure this play also results in meaningful learning. That said, children do have opportunities to practise some new and existing skills as they play. They develop their coordination and muscle control as they manoeuvre sit-on toys outside. They use blocks to create structures, working out how to fit pieces together. They have daily opportunities to listen to stories, to develop their language and early literacy skills.

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

- The childminder provides resources that children find familiar. Children enjoy using blocks to build with, and explain how they have the same ones at home. Children use these resources to try out ideas and practise skills they have learned elsewhere. This helps embed existing knowledge. However, because the childminder is not clear enough about what she wants children to learn next, she is not able to extend this initial interest and consistently interact with children in ways that will further build on what they already know and can do. The weaknesses in the curriculum impacts on children's opportunities to engage in ways that develops their focus and concentration.
- The childminder speaks clearly to children, and often talks about what they are doing and can see. She listens to what they say, and responds with comments and further questions. This helps children learn new words and develop their conversational skills.
- Children explore the natural world with the childminder. They enjoy picking and tasting soft fruits in her garden. They go on walks in the local area, visiting ponds and woodland. Through these experiences they develop knowledge of the seasons, weather and the world around them.
- The childminder encourages children to develop a positive attitude towards

following an active lifestyle. Children enjoy the daily opportunities to play outside and move around energetically.

- The childminder is very caring. She meets children's care needs effectively. She encourages children to try and do things for themselves. This helps children develop their independence skills. For example, children learn to peel their own fruit and manage their own personal care needs.
- The childminder has some resources that reflect the diversity of modern Britain. She does not fully understand the role she is expected to take in helping children learn to be respectful and positive about different beliefs and ways of living. As a result, she does not plan experiences to help children learn about their own and other cultures.
- Parents speak warmly of the childminder. They clearly trust the childminder to take care of their children. They appreciate the regular updates on children's well-being and routines. However, the childminder's lack of confidence in her role as an educator means that she does not establish effective ways of sharing information about children's learning and progress. Parents are not provided with information that would help them further support children's learning at home.

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 an accurate understanding of how to plan an effective curriculum, and use to deliver a programme of learning that consistently helps children build on existing skills and knowledge	02/09/2024
provide children with a range of meaningful learning experiences that help them learn about the similarities and differences between themselves and others.	02/09/2024

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

- share more information with parents about children's progress, to enable parents to build further on children's learning at home.

Setting details

Unique reference number	EY467601
Local authority	Buckinghamshire
Inspection number	10355467
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 November 2018

Information about this early years setting

The childminder registered in 2013. She lives in the village of Marsh Gibbon, Oxfordshire. The childminder offers care 8am to 5pm, Monday to Thursday, throughout the year. The childminder offers funded education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the childminder.
- 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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