

Childminder report

Inspection date: 27 July 2023

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

The childminder provides an inclusive environment, where all children and their families are welcomed. Children demonstrate that they feel happy, safe and secure in the care of the kind and caring childminder. They show confidence around visitors, are polite and use good manners. Children confidently make independent choices in their play and have fun playing alongside their friends. For instance, during imaginative play, they dress up as their favourite characters as they pretend to be princes and princesses.

The childminder places a strong focus on supporting children's physical and emotional well-being. Children enjoy the time they spend outdoors. They have good opportunities to discover their wider world and develop their physical skills. For instance, the childminder takes them on regular walks to the local woods. Children develop good physical skills, as they manoeuvre across different surfaces and climb up and down hills. Young children squeal with delight, as they splash in puddles and squelch through mud.

Children are friendly and behave well. They demonstrate a positive attitude to learning and successfully develop the skills they need for the next stage. For instance, they dress and undress, complete personal care routines independently and play harmoniously with others.

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

- The childminder is aware of the impact that the COVID-19 pandemic has had on children's development, particularly in relation to personal and social development. She has been proactive in ensuring that children benefit from many opportunities to meet people within their wider community. For instance, she has increased opportunities for children to socialise with others, such as through visits to playgroups and the local town. Children happily talk about their experiences, such as visiting the fruit market and learning about fruits and vegetables.
- Overall, the childminder has a good understanding of how children learn and develop. Regular observations and assessments help her to monitor children's overall progress. However, when planning activities, she does not always precisely consider what individual children need to learn next and implement these in her planning.
- The childminder acts as a positive role model and has high expectations for children's behaviour and conduct. She sets clear rules and boundaries so that children know what is expected of them. For instance, children know that they must hold the childminder's hand when crossing roads, as this helps to keep them safe.

- The childminder successfully weaves mathematics into everyday activities. For example, when children want to pick blackberries, she asks them how many they will pick. Children tell her they will pick three blackberries and show her three fingers to indicate what this means. This shows their developing understanding of numbers and counting.
- Overall, the childminder supports children's communication and language development well. Children have access to a vast range of books and enjoy listening to familiar stories. However, younger children do not always fully benefit from conversations with the childminder, as they are sometimes overshadowed by their older peers.
- The childminder provides an environment that promotes children's understanding of leading a healthy lifestyle. Children benefit from regular access to fresh air and exercise, healthy meals and snacks and follow robust hygiene practices.
- Partnerships with parents are effective. The childminder has regular conversations with them to discuss the activities that children have enjoyed. Parents comment on the progress children have made since attending the setting and the many learning opportunities they enjoy. These positive relationships help to ensure continuity in children's care and learning.
- The childminder demonstrates a positive attitude towards continuous improvement. She is keen to learn and to further develop her good quality provision. She has attended a range of training initiatives since her last inspection. For example, she has completed training to further support children with specific learning difficulties. This helps her to support children with special educational needs and/or disabilities more effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help. She knows the relevant agencies to contact for guidance. The childminder attends child protection training and is aware of the correct procedure to follow should there be an allegation. The premises are secure, and the childminder carries out daily checks of the indoor and outdoor environments to ensure they remain safe for children to use.

What does the setting need to do to improve?

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

- enhance the planning of activities to reflect the specific learning needs of those taking part more effectively
- be aware of younger children and those who are less confident, and consistently

support them to fully participate in conversations.

Setting details

Unique reference number	EY469247
Local authority	Buckinghamshire
Inspection number	10301675
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 January 2018

Information about this early years setting

The childminder registered in 2013 and lives in High Wycombe. She operates her provision all year round, from 8am to 6pm on Monday to Thursday, except for family holidays. She holds an appropriate early years qualification at level 3. The childminder receives funding to provide free early education for children aged two, three and four.

Information about this inspection

Inspector

Ingrid Howell

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 setting.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and personal development.
- The inspector sampled a range of documentation, including a paediatric first-aid certificate.
- The views and opinions of the parents were considered during 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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