

Childminder report

Inspection date:

7 March 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The childminder ensures her home is safe and welcoming, for example, with familiar toys and well-established routines. This helps to support children's sense of belonging. The childminder forms strong bonds with children in her care. She consistently engages them in conversations and shows great interest when finding out about each child's school day when she brings them to her home, after school. Children respond with enthusiasm, avidly talking about their school trip to the local library.

The childminder promotes children's positive behaviour and values them as individuals. She helps them to label their feelings, consider ways to self-regulate their emotions and think about how their actions can affect others. Children show compassion and empathy towards each other. This helps to create a culture of mutual respect. Children are polite and consistently say 'please' and 'thank you' to the childminder and each other. The childminder is generous with her praise for children's efforts and achievements. This helps to raise their sense of pride and self-esteem.

The childminder shares children's joy by creating moments of awe and wonder. For example, she provides a variety of real eggs for children to explore and compare. They skilfully crack them open and talk about what they see. The childminder then gives them more eggs to crack, but this time they are hard-boiled. Children try to crack them and look totally shocked as they expect a raw egg. In this way, their curiosity increases dramatically.

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

- The childminder reflects on her practice and evaluates the effectiveness of her provision. She seeks feedback from children, parents and school staff to help drive improvements. In addition, the childminder has a strong commitment to her continuous professional development. She completes a great deal of additional training to strengthen her knowledge of childcare. This includes, caring for children with special educational needs and/or disabilities, which is a strength of the childminder.
- The childminder is highly experienced and capable. She puts children's safety at the heart of everything she does. This is evident in the way she teaches children how to minimise potential risks that they may encounter when they walk with her after school. Children know when to work in pairs on wider pavements and in single file on narrower pavements. This successfully promotes children's awareness of how to be vigilant of potential dangers when outdoors and how to manage them.

- The childminder effectively supports children to develop their self-care skills. For example, as soon as the after-school children arrive, they wash their hands thoroughly. The childminder gives children tasks that they can accomplish independently. For example, children learn how to use age-appropriate knives and cutters to chop a variety of fruit at snack time. This opportunity encourages them to persevere with new skills and challenges.
- Children talk enthusiastically about what they like to do at the childminder's home. Many of them love to play with the construction toys and engage in the arts and crafts activities. The childminder recognises that children need to be given the opportunity and time to use their own ideas to produce their unique creations. For instance, children design and make a mother's day card and a gift using a variety of resources available to them. They talk to each other about how excited they are to present these to their mothers.
- The childminder understands the importance of building good links with the local schools and pre-schools that children in her care also attend. She holds regular two-way discussions with the teachers and practitioners to follow the same care routines to support each child. This supports children greatly when they move between the settings.
- The childminder pays particular attention to ensure that children know and understand what makes them unique. For instance, they celebrate a range of festivals from different cultures, such as Chinese New Year. They taste a selection of Chinese food and attempt to use chopsticks to eat it. The childminder plans to make similar cultural events even more meaningful going forward. She will share photographs of children and their families celebrating their own cultural festivals. This helps children to develop their understanding of the diverse world they live in.
- The childminder builds trusted partnerships with parents. She ensures they are fully involved and informed of their children's time with her. Parents comment on this process and report that the childminder 'keeps an open dialogue to ensure seamless care'. They work well together to help increase children's good health routines, such as eating more vegetables and fruit in their diet, with the childminder and at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY469508
Local authority	Buckinghamshire
Inspection number	10308437
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	4 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	26 March 2018

Information about this early years setting

The childminder registered in 2014 and lives in Gerrards Cross, Buckinghamshire. She provides care from Monday to Friday, between 7.45am to 9.15am and 3.10pm to 6pm, term time only. The childminder also offers holiday care from Monday to Friday, 7.45am to 6pm. She is eligible for funding for the provision of free early years education for children aged two, three and four years. The childminder holds a Montessori qualification at level 6.

Information about this inspection

Inspector

Sonia Panchal

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector during the inspection.
- Parents provided written feedback about the care their children receive when with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector jointly evaluated a group activity.
- 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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