

Childminder report

Inspection date:

10 January 2025

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

Children develop secure attachments with the kind and caring childminder. They happily approach her for cuddles and comfort, showing that they feel secure. A range of resources are available for children to lead their own play and explore independently. However, some of the routines in the day are not fully established. For example, she does not make sure the environment remains organised to support children's play and learning through the day effectively. This impacts children's exploration and engagement.

Overall, children show positive attitudes to learning. For example, they actively experiment with foam and make marks in it using their fingers and other tools. Although children make progress from their starting points, the childminder does not support them well enough to make consistently good progress in all areas of the curriculum. When delivering planned activities, she does not always have clear learning intentions for each child. At these times, children do not get the most out of the activities.

Children generally behave well. The childminder encourages them to be polite. However, she does not always give consistent messages about what is acceptable behaviour or support children to understand how their behaviour can affect others. This is illustrated when more assertive children take toys away from the less confident ones, who are engrossed in their play.

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

- Although the childminder observes and assesses children's learning, she does not use this information effectively to plan and implement an ambitious curriculum for all children. During adult-led activities, the childminder does not carefully consider what she wants children to learn next. Her teaching does not consistently build on what children know and can do. For example, she asks children to name different colours of objects, which they already know. This does not support children to reach their full potential.
- The childminder is proactive in completing mandatory training, such as first aid and safeguarding. However, her plans for ongoing professional development are not robust enough to ensure her understanding of early years practice continues to improve. For instance, she has not kept her knowledge of the statutory requirements for early years fully updated. Despite this, the childminder is aware that she can access support from the early years advisers in the local authority and has made contact with them before.
- The childminder does not always ensure that resources available to children are organised and presented appropriately. There are many toys available to them and these accumulate on the floor. This makes it harder for children to access

and fully engage with resources of their choice in a meaningful way. Children can feel overwhelmed by the abundance of toys and do not stay focused on activities for longer as a result.

- Despite some weaknesses, children show a keen interest in books and songs. They readily choose books for the childminder to read and sit on her lap to listen attentively to her expressive tone. Sometimes, children hum tunes to themselves as they play independently, showing that they are happy. The childminder acknowledges this and sings the song to help children hear the words. In this way, children's vocabulary is increasing.
- The childminder enthusiastically joins in with children's imaginative play, such as when they use a toy hairdryer on a doll to style its hair. However, at times, the childminder does not support children effectively to help them play cooperatively together. On occasion, she allows unwanted behaviour to continue, which has an impact on other children's learning, as well as the attention she can give them. This means that, sometimes, not all children's emotional well-being is suitably addressed or their feelings fully considered.
- Relationships with parents are very positive. The childminder gives them regular feedback on their children's day with her. She sends parents photos and videos of outings, such as toddler group visits and other activities. Parents value and welcome the home-cooked, nutritious meals that the childminder provides their children. They appreciate the advice and support to meet their children's care needs, such as toilet training.

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 and implement an ambitious, well-sequenced curriculum that focuses effectively on what each child needs to learn next	14/02/2025
complete appropriate professional development opportunities to continually update knowledge and skills relating to early years statutory requirements.	14/02/2025

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

- develop the provision further to ensure that resources on offer are effectively organised and presented to children to promote higher levels of engagement and concentration
- improve arrangements to support and manage children's behaviour with consistent messages to help them learn to play cooperatively with others.

Setting details

Unique reference number	EY472179
Local authority	Buckinghamshire
Inspection number	10375851
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	12
Date of previous inspection	7 May 2019

Information about this early years setting

The childminder registered in 2014. She lives in Flackwell Heath, Buckinghamshire. The childminder works Monday to Friday, 8am to 6pm, all year round. She is eligible to provide funded early education for children aged nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- 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 group activities.
- Parents shared their written 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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