

Childminder report

Inspection date: 3 October 2022

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

Children are happy and settled in the childminder's care. They develop secure attachments, and the childminder is very caring and attentive to their needs. Young children's eyes light up and they smile as the childminder plays peekaboo with them during nappy changing. Children new to the setting explore their environment with confidence, babbling and pointing to communicate their interests. They settle in very well.

Children have positive attitudes to their play. They keep trying as they build towers of varying height and depth. Young children persevere as they learn to balance and take their first steps. All children enjoy playing imaginatively, for example when they look at themselves in the mirror, pretend to use the hair dryer and style the doll's hair.

Children benefit from the childminder's high expectations. For example, she helps them to learn what acceptable behaviour looks like. She shows children what 'kind hands' look like and provides plenty of praise when children share and make the right choice. This helps children to learn about rules and boundaries. Children demonstrate high levels of confidence. They learn to manage their self-care successfully and manage tasks during mealtimes themselves. This helps prepare them for their future learning.

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

- The childminder has clear aims for what she would like children to be able to do before their eventual move to school. She considers children's starting points well and plans opportunities for them to progress from these. For example, she recognises that children are not confident in dressing and undressing. She provides plenty of opportunities for children to practise these skills, such as through dressing up. This helps new children to apply these skills to routine tasks, such as putting their shoes on.
- At times, activities are focused more towards the age and stage of development of the oldest children, such as developing their fine motor control. These activities match to younger children's interests, such as in dinosaurs. However, the childminder does not fully consider how she can develop younger children's skills and knowledge within these.
- The childminder has good arrangements to help new children to settle in and to find out about their starting points. For instance, children visit with their parents, and the childminder has focused discussions to find out about their care routines, likes, dislikes and interests. Children come for sessions at different times of day to help them become familiar with the environment. This helps very new children to feel happy during their first days attending.

- The childminder is very attentive to children's care needs. For example, she recognises signs that new children are thirsty and shows them where to find their drinks cups. She knows when children show signs of becoming tired and promptly gets them ready for sleep time, following their routines from home. This helps children to feel safe and secure.
- The childminder helps children to learn about healthy eating. For example, children learn about foods that are healthy and those which are an occasional treat. The childminder shares her expectations for healthy lunch boxes with parents and provides guidance where necessary. This supports children to learn about healthy eating choices from a young age.
- On occasion, the childminder does not address misconceptions that arise during children's play, particularly in relation to mathematics. For example, when children enthusiastically count teeth in a book, the childminder is not fully effective in helping them to learn the skills to count these correctly.
- Children develop a love of books. When the childminder reads, they eagerly snuggle up to her, listening attentively, looking at pictures and concentrating well until she reaches the end of the book. Children repeatedly look at books of interest. They press buttons, lift flaps and look at pop-up pictures. They learn to hold books the correct way up and turn the pages with care.
- The childminder has a positive attitude to improving her own practice. For example, she evaluates the success of activities each day. She has also completed training in oral hygiene and is using this to help her teach children how to learn to brush their own teeth. This gives children the skills to apply to care routines at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has clear procedures to ensure children's safety on outings. For example, she completes risk assessments of any new visit locations prior to attendance with children. She has a good understanding of how to ensure her home is safe. For instance, she is alert to trip hazards and ensures children have access to toys appropriate for their age. The childminder ensures her safeguarding knowledge is up to date. For example, she has completed online training about female genital mutilation. She understands the procedures to follow should she have a concern about children's welfare or in the event of an allegation.

What does the setting need to do to improve?

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

- strengthen the implementation of planned activities, to help ensure that they consistently provide opportunities for children of all ages to develop their skills and knowledge

- recognise and respond more effectively to opportunities to address children's misconceptions during their play, particularly in relation to mathematics.

Setting details

Unique reference number	EY473302
Local authority	Buckinghamshire
Inspection number	10236312
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	4
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2014. She lives in Aylesbury, Buckinghamshire. The childminder offers care Monday to Friday all year round, from 7.30am to 6pm. The childminder accepts funding for the provision of free education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector talked to the childminder about how she organises the curriculum.
- The inspector observed the childminder's quality of teaching, and both jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector considered the written reviews of parents.

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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