

Childminder report

Inspection date: 28 August 2024

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 share a close and warm relationship with the childminder. Her calm and patient manner encourages children to settle quickly. The childminder teaches children to learn to respect one another and play amicably from a very young age. Children show care and consideration towards younger children as they play together. The childminder sets effective and consistent boundaries for children's behaviour. She praises and encourages children in their play. This increases their self-esteem and emotional well-being. Children's behaviour is good.

The childminder organises her environment effectively. She plans activities with children's interests in mind and adapts them to the differing ages and needs of children. The childminder demonstrates a good understanding of how young children learn and provides resources that encourage children's curiosity and critical thinking. For example, children enjoy playing with the watering cans. They recognise when their watering can is empty and search for jugs to help refill it again. Children persevere with the task and show delight when they succeed. This helps children develop positive attitudes that will support their future learning.

The childminder extends children's learning experiences beyond her setting throughout the week. For instance, children visit local parks and frequently play with other children from the local childminder network. The childminder also takes children to music groups and the local library. This helps to support their social development and broadens their first-hand experiences of their local community.

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

- The childminder demonstrates a commitment to the ongoing improvement of the setting. She actively gathers the views of parents and professionals to achieve a good quality provision. For example, she liaises with other childminders in the area to share knowledge, ideas, and good practice. This is reflected in the progress children make.
- The childminder has improved how she assesses children's development. She completes regular assessments and identifies any potential gaps in their learning. She plans challenging activities to help children make even better progress. Children contribute their ideas and talk about the things they like to do with the childminder. All children make good progress from their starting points.
- The childminder supports children to grow in independence and manage their own self-care. For example, children take responsibility at snack time as they set out a small table and chairs in the garden. The childminder encourages children to assess risks for themselves and check their understanding of how they can keep themselves safe. As a result, children take care when playing. For example, older children talk about not using balance bikes near rocks in the garden.

- The childminder provides a good range of toys, resources and activities that support children's learning. She encourages them to make choices about what they would like to do. When children decide to play with water, the childminder fills the water tray. Children are delighted as they play with the spray. The childminder gets them to consider how they will make the tray cleaner.
- The childminder uses every opportunity to model and reinforce language. This supports children's early language and communication skills effectively. For example, she provides narrative during children's play and engages them in meaningful conversations. Children dance enthusiastically as they sing songs and nursery rhymes.
- The childminder offers activities that include opportunities to reinforce counting, such as reciting nursery rhymes. However, she does not provide as many opportunities for children to practise their counting and early mathematical skills during their play.
- The childminder promotes healthy eating and oral health. The childminder talks to children about how foods help them to grow. She ensures that lunch boxes provided by parents are nutritious and balanced and she offers advice to parents if needed. Children learn how to brush their teeth and the importance of keeping their teeth clean.
- The childminder develops secure partnerships with parents and other professionals. Parents speak very highly of the childminder and the care and learning their children receive. Regular communication means that parents have frequent updates on their children's progress. Parents comment on how supportive the childminder is, preparing children for their move to other settings. The childminder works effectively with other settings that children attend. This helps provide a consistent approach to support children's development.

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

- strengthen teaching strategies to consistently promote children's early number and mathematical skills even more effectively.

Setting details

Unique reference number	EY475506
Local authority	Buckinghamshire
Inspection number	10355067
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 November 2018

Information about this early years setting

The childminder registered in 2014. She lives in Little Kingshill, Buckinghamshire. The childminder offers care Monday to Thursday, from 8am until 6pm, for most of the year. She offers early years funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Robertson

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 provision.
- The childminder and the inspector completed a learning walk together around the areas of the childminder's home used for childminding.
- The inspector talked to the childminder at convenient times during the inspection to discuss her practice.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- The inspector and childminder discussed an activity and talked about how it supports children's learning.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- During the inspection, the inspector spoke to, and interacted with, the children.

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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