

Childminder report

Inspection date:

8 October 2019

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder focuses her curriculum on providing a breadth of experiences to help children develop their knowledge and skills in all seven areas of learning. She has high expectations for children's achievements and she wants them to become active and curious learners.

The childminder develops positive partnerships with other settings. For example, she volunteers at a local pre-school to help her to learn about different approaches to teaching. She finds out about how to respond to children's immediate interests and use her teaching to promote their developing knowledge and skills. She is beginning to introduce this approach into her setting. However, it is not fully embedded.

Children are confident and enthusiastic. They have positive attitudes to their learning. This is demonstrated when they show continued interest in hunting for insects in their environment. Children cooperate with each other, finding magnifying glasses, and talking together about worms and woodlice that they discover.

The childminder sensitively and effectively teaches children how to manage their own feelings. Children begin to use what they have been taught to help them resolve problems for themselves, such as choices for their play.

The childminder creates a safe and stimulating environment, and children are very happy in her care. However, she does not have effective procedures in place for administering medicines.

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

- The childminder enhances her curriculum with real-life learning experiences. These help children develop a strong awareness of their environment and people in their community. This is demonstrated when children visit the local farm, find out about animals and talk about the role of the farmer.
- Children develop a love of books and language. The childminder promotes reading effectively, such as by creating reading dens in different areas of her home. Children enjoy snuggling with the childminder and their eyes light up as they share stories of interest together.
- The childminder helps children develop an understanding of similarities and differences between themselves and others well. For instance, she celebrates the different languages that children speak in her setting. She promotes opportunities for children to talk and read in their home language.
- Children are confident and independent learners. They enjoy exploring the

indoor and outdoor environment and they make choices about their learning. This is demonstrated when they choose to use paintbrushes to make marks on the ground. They draw circles and lines with good control. The childminder considers how to adapt her teaching to respond to children's emerging interests. However, her intention to promote learning in all seven areas of the curriculum detracts from her interactions with children. This means that, on occasion, children's original interests become lost.

- The childminder promotes children's personal development suitably well. Children begin to manage their own self-care, such as learning to wipe their nose and how to wash their hands. The childminder gives consistent messages to children about how to keep themselves healthy, such as when she talks to them about the reasons why we wash our hands.
- Although the childminder seeks verbal permission from parents to administer medicines, she does not obtain the required written permissions to administer prescription and non-prescription medicine. She has a positive attitude to putting this right to ensure that she meets requirements.
- The childminder has a very positive approach to helping children manage their feelings and behaviour. She is a strong role model and she encourages children to reflect on the impact of their behaviour choices on others. Children use good manners, saying 'please', 'thank you' and 'excuse me' to each other.
- The childminder develops positive partnerships with parents from the outset. For instance, when children start at the setting, she talks to them to find out what children know and can do. She shares information with them about the early years foundation stage curriculum, age-related expectations and their children's progress. Parents report that their children are happy and settled in the childminder's care. They say that their children benefit from nutritious meals and a wide variety of activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She undertakes training to help to ensure that her knowledge is up to date. The childminder has a strong understanding of the signs and symptoms which may indicate that children are at risk of harm. This includes radical and extreme views. She is aware of the local reporting procedures to follow should she have a concern about children's welfare or in the event of an allegation. The childminder has restrictions in place to ensure that children are kept safe online.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
--	-----------------

implement an effective procedure for administering medicines to children that includes obtaining written permission from parents to give their children particular medicines.	08/11/2019
---	------------

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

- reflect on how to adapt teaching to deliver the curriculum intent and follow children's interests more effectively.

Setting details

Unique reference number	EY550156
Local authority	Buckinghamshire
Inspection number	10123474
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Worminghall, near Aylesbury. She operates from 7.30am to 6pm, Tuesday to Thursday, all year round. She accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- The childminder took the inspector on a learning walk around the setting.
- The inspector observed the childminder's quality of teaching, and they jointly evaluated the effectiveness of the childminder's interactions with children.
- The childminder and inspector talked about policies and procedures for managing children's health and self-care.
- The inspector considered the written views of parents provided on the day of the inspection.
- The inspector spoke to children and listened to their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019