

Childminder report

Inspection date: 16 September 2019

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder creates a safe and stimulating environment which reflects her intention for children to learn through exploration and investigation. For instance, she carefully considers how to organise resources, such as loose parts, to help to promote opportunities for children to actively explore and discover outdoors. On occasion, the childminder does not fully consider how she can deliver the intent of her curriculum effectively through planned adult-led activities. As a result, children display less interest at these times.

Children have a positive attitude to their learning. This is demonstrated as they confidently explore their environment and engage in purposeful play. The childminder supports children to begin to understand rules and boundaries effectively. For instance, she captures opportunities to explain to children what acceptable behaviour looks like. Children listen and respond to the childminder and are very well behaved.

The childminder has high expectations for all children and ensures that her provision is inclusive. For instance, she liaises with parents of children with special educational needs and/or disabilities to help to ensure that she organises her provision and routines in a way that helps children feel secure and safe. She considers children's different levels of physical development and provides appropriate levels of challenge. For example, she carefully organises equipment in the garden, including different-sized slides and different types of bicycles.

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

- The childminder has a positive attitude to improving her setting and developing her knowledge and skills. For instance, she has recently completed training relating to how to use her observations of children's learning effectively. This is helping her to review children's development well.
- The childminder's assistants work very occasionally. However, she supports and coaches them in their role effectively. For instance, they evaluate their practice together and identify areas of development. The childminder provides guidance on how to accurately teach children about letters and sounds. This is helping to prepare children for their future learning.
- Although the childminder has a clear vision for the intent of her curriculum, during adult-led activities she does not implement this as successfully as she could. For instance, she does not fully consider how to make the best use of the environment she has created, such as the bug house and 'forest school base camp', to excite children's learning and discovery of insects, such as butterflies.
- The childminder promotes children's understanding and appreciation of diversity well. For instance, children enjoy looking at books about other cultures. They

identify where they come from on maps. The childminder challenges stereotypes and teaches children to accept and respect differences between themselves and others.

- The childminder develops strong partnerships with parents. She talks to them about children's likes, interests and starting points. She discusses routines with them and agrees a pattern for the day to meet children's requirements. This promotes children's well-being and helps them to form secure attachments. The childminder shares information with parents about their children's day and their achievements. Parents report that they are happy with the feedback that they receive. They are overwhelmingly positive about the service the childminder provides.
- Children develop an awareness of how to meet their own self-care needs. The childminder communicates consistent messages to them about handwashing, such as reinforcing how to do this and why. Children understand the need to wash their hands before eating and after playing in the garden.
- Children are good listeners. They demonstrate high levels of concentration and enjoyment. For example, they listen intently as the childminder reads a story before sleep time. They turn the pages of the book with her and engage in conversation about the characters. This helps to promote children's love of reading and their use of new vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to recognise children who may be at risk of harm. She is able to describe the signs and symptoms of abuse, including of radical and extreme views and behaviours. She understands the procedures to follow should she have a concern about children's welfare. The childminder ensures that her assistants keep their safeguarding knowledge up to date, for example by attending relevant safeguarding training. She ensures that all assistants have a valid paediatric first-aid qualification.

What does the setting need to do to improve?

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

- refine the planning of adult-led activities and ensure that the intent for the curriculum is consistently implemented in practice.

Setting details

Unique reference number	162147
Local authority	Buckinghamshire
Inspection number	10106742
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	12
Number of children on roll	28
Date of previous inspection	12 February 2015

Information about this early years setting

The childminder was registered prior to 2001. She lives in South Heath, a village near Great Missenden, Buckinghamshire. The childminder has three registered assistants who work with her very occasionally. There are no more than three adults working with children at any one time. The childminder accepts funding for the provision of free education for children aged two, three and four years. She holds an appropriate qualification at level 6. The childminder offers care in association with Buckinghamshire Community Childminding Network.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- The inspector went on a learning walk with the childminder.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder and discussed their findings.
- The inspector checked evidence of the suitability of the childminder and her assistants, who are also members of the household.
- The inspector took account of the written views 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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