

Childminder report

Inspection date: 16 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle very quickly in the childminder's homely environment. They develop a good understanding about the routines of the day and feel safe as they play and learn. The childminder is enthusiastic as she supports children to extend their early literacy skills. Children learn the sounds that letters represent and decorate letters which form part of their names. Children behave very well, showing good manners as they talk to the childminder and complete daily activities. She praises children and celebrates their achievements as they engage in craft projects. Children develop good levels of self-esteem as they play and learn.

The childminder supports children's awareness of healthy lifestyles successfully. For example, children learn good hygiene habits, such as washing hands independently, and they learn how to clean their teeth. They discuss which foods are healthy to eat and which are just for a treat. They enjoy regular trips to the park, where they get plenty of fresh air and exercise.

The childminder has high expectations for children's learning and development. She carefully identifies what children need to know and which skills children need to develop. She plans activities to help children master new skills and fills any gaps in their development effectively.

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

- The childminder takes children to the library and regularly reads to them at home. They develop a love of books and enjoy choosing stories for the librarian to read to them. This supports an early love of literacy and helps children to develop their vocabulary effectively.
- The childminder plans a range of trips and activities to support children to learn about people who are similar and different to themselves. For example, children enjoyed a trip to the Chinese takeaway where they were given chopsticks and they learned about the custom of giving red bags for good luck at new year.
- The childminder has resources for younger children to explore technology, such as toys which play sounds as they touch buttons. However, the childminder does not routinely plan activities for older children to use technology to retrieve information, to broaden their understanding about the world around them.
- Children are heard to say 'please' and 'thank you' spontaneously as they go about their daily activities. The childminder models good communication skills and courteous behaviour effectively. This supports children to learn how to be considerate to others. The childminder gets to know children quickly, noting what their unique dietary requirements are and which items they find comforting to keep with them as they play.
- The childminder makes sure children learn about risks in their environment such

as crossing roads, climbing on equipment and using scissors safely. Children happily discuss their thoughts with the childminder and go to her for reassurance and help with tasks.

- The childminder enables children to discuss effectively how they are feeling. For instance, they look at pictures of emotional faces and describe them to the childminder. She extends these conversations with them to explore what makes them feel happy and sad.
- The childminder has completed lots of training to help develop her knowledge and skills. However, she would benefit from updating her knowledge. This will help her to identify the different needs of children who attend the setting more effectively, and develop her teaching skills to the highest levels.
- The childminder establishes effective partnerships with other settings children attend. This supports a united approach to children's learning and development. The childminder makes sure she discusses children's well-being with other settings and passes information to parents to help children settle. The childminder helps children learn a good range of skills to prepare them for future learning. Parents value her support. They speak highly about the good progress their children make with their early literacy and numeracy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently refreshed her safeguarding knowledge. She confidently explains a wide range of indicators that could suggest a child is at risk of harm. The childminder records children's attendance and swiftly follows up absences to ensure children are safe. Children and parents are not allowed to use mobile devices at the setting. The childminder explains to them how to keep safe with technology and implements all her safeguarding policies effectively. She understands how to report any concerns to the local authority and monitors children's well-being closely.

What does the setting need to do to improve?

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

- broaden the range of opportunities on offer for older children to extend their information and communication technology skills
- build on professional development opportunities to enhance knowledge about identifying children who may be in need of additional help, and to raise the quality of teaching to the highest levels.

Setting details

Unique reference number	EY391402
Local authority	Buckinghamshire
Inspection number	10074234
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	7 June 2016

Information about this early years setting

The childminder registered in 2009. She lives in High Wycombe, Buckinghamshire. The childminder offers childcare every weekday, from 7am to 6.30pm, all year round. She has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Charlotte Foster

Inspection activities

- The inspector assessed the childminder's understanding of how to keep children safe.
- The inspector and the childminder evaluated an activity together.
- The inspector reviewed written communication from parents.
- The inspector spoke to children to find out what they enjoy doing at the setting.
- The inspector sampled paperwork, including evidence of qualifications and suitability, and policies and attendance records.

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

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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