

Childminder report

Inspection date:

21 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children benefit from a range of real-life experiences, which the childminder uses to enhance the curriculum. This includes visiting local music groups, baking and planting flowers. Children enjoy these activities and talk confidently to visitors about them as they look through photographs.

The childminder reviews the achievements of children suitably well. She identifies a learning focus for individual children, such as developing physical, language or social skills. However, she does not recognise that on occasion her expectations of what children can achieve are too high. As a result, some activities do not sufficiently meet the needs of the youngest children and this impacts on their attitude to learning.

Children are generally happy, settled and well-behaved in the childminder's home. However, the childminder does not manage some routine times of day effectively, such as home time. Children remaining at the setting occasionally lose focus on their learning during these times.

The childminder creates a welcoming and homely environment. She has procedures in place to help her to ensure that children are safe in her setting, such as a fire evacuation procedure. However, at times she does not promptly respond to risks to children that she identifies in their play, such as slip hazards.

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

- The childminder is caring and attentive to children's individual needs. This is demonstrated as she makes every attempt to comfort and reassure children. The childminder has an open discussion with parents to help them to support children's changing self-care needs. For example, she talks to parents about children's success in attempting to use the toilet and they plan a joint approach to toileting for the following days.
- Children benefit from a range of suitable opportunities to develop their physical skills. This is demonstrated as the childminder takes them on regular trips to the park. Children enjoy building dens and making wigwams at the local woods. This helps to ensure that all children have access to daily fresh air and exercise.
- Overall, children behave well in the childminder's home. However, the childminder does not prepare children effectively for transition times, such as home time. Children who are leaving become unsettled and do not want to leave. The childminder has agreed arrangements for these times with parents. However, she does not manage these situations well and children become distracted from their learning.
- The childminder gathers appropriate information about what children know and

can do when they start at the setting. She uses this information suitably well to plan learning opportunities for children. However, these are not consistently effective. For instance, the childminder sets up activities for the youngest children to develop their pencil control. She does not recognise that these are not appropriate for the age and stage of development of these children. Children become frustrated, showing little interest in the activity. At other times, teaching is better. For example, younger children smile with satisfaction as they pick up wooden shapes and fit them into holes in the 'work bench'. The childminder reads stories to older children and explores the meaning of new words. This helps children who speak English as an additional language to develop an increasing range of vocabulary.

- The childminder networks with other colleagues and reads childminding publications online. This helps her to develop her practice. She has developed partnerships with other settings that children attend suitably well. This helps her to share and seek information about children's learning.
- The childminder does not minimise risks to children effectively that arise during their play. For instance, as children tentatively explore messy play, the childminder does not fully consider how to support their play in the slime. When children are hesitant, she invites them to step into the slime. She does not consider what will happen when children step out onto the surrounding plastic mat. When children slide on the mat she does not promptly minimise this risk, instead leaving children unattended while answering her door.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends appropriate training to ensure she keeps her safeguarding knowledge up to date. She understands her responsibility to protect children from harm and is aware of local authority procedures for reporting concerns about children's welfare. The childminder has a secure understanding of the signs and symptoms which may indicate that children are at risk of harm, including from radical and extreme views and behaviours. She has an awareness of online safety and has suitable procedures in place to ensure children are 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
take all reasonable steps to minimise risks to children.	22/11/2019

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

- review activities for the youngest children to ensure that they are consistently appropriate for their age and stage of development
- review routine times of the day, such as going home time, to improve these transition times for the children leaving and those who remain at the childminder's home.

Setting details

Unique reference number	960288
Local authority	Buckinghamshire
Inspection number	10073005
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 7
Total number of places	12
Number of children on roll	6
Date of previous inspection	12 January 2016

Information about this early years setting

The childminder registered in 1999. She lives in High Wycombe, Buckinghamshire. The childminder offers care Monday to Friday from 8am to 6.15pm for 48 weeks of the year. She holds a recognised early years qualification at level 3. She employs an assistant who works very occasionally. 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 completed a joint evaluation of an activity with the childminder and discussed their findings.
- The inspector spoke to the childminder's assistant and children at appropriate times during the inspection. She considered their views.
- The inspector looked at relevant documentation and evidence of suitability of persons living in the household.
- The childminder and inspector talked about how the childminder reflects on her own practice.

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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