

Childminder report

Inspection date: 24 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children benefit from high expectations in the childminder's home. The childminder and her assistant promote good manners and children treat their friends with respect, saying 'please', 'thank you' and 'bless you' to others.

Children enjoy a range of exciting activities which the childminder plans to help them make good progress in their learning. For example, they develop strong physical and mathematical skills as they dig up and count hidden gems at the local park. However, at times, older children are not fully challenged within their activities.

Children are happy and confident learners. They introduce themselves to the inspector on arrival. They tell her that they enjoy painting and playing with play dough. They develop secure bonds with the childminder and her assistant from the outset. For instance, the childminder visits children and their families at home. She uses this opportunity well to find out about children's learning and care needs.

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

- The childminder develops strong partnerships with parents. For instance, she deploys her assistants effectively to give her opportunities to feed back to children's parents each day. She provides opportunities outside childminding hours for parents to find out more about their children's learning and development.
- The childminder has a good understanding of what children need to learn next. She plans activities well to help children achieve the next steps in their learning. For example, she provides regular opportunities for young children to sing and listen to songs and rhymes. This helps to promote their growing vocabulary.
- The childminder promotes positive relationships with other settings that children attend. For instance, when children transfer to pre-school, she accompanies them on settling-in visits. With permission from parents, she shares progress information with staff at other settings. She maintains open communications once children begin attending pre-school, such as by using a three-way communication book.
- The childminder has strong recruitment procedures in place to help her to ensure that her new assistants are suitable to work with children. She carefully plans their induction to help them to understand their role and the planning process. The childminder recognises that her assistants require further support to help them to understand how to challenge older children's learning more effectively.
- The childminder provides a wide range of opportunities for children to be physically active. For example, children enjoy getting fresh air and exercise

during visits to the local woods. They run up and down hills and enjoy moving logs and sticks to make 'campfires'.

- Children are well behaved. They learn to take turns effectively, such as during group games. The childminder's assistant supports children's understanding of rules within games well. She demonstrates how to take turns and how to deal with disappointment. Children respond well and persevere until they find all the numbers needed to complete their individual game boards.
- The childminder finds out about children's individual care needs when they start at her setting. However, on occasion, she does not take all possible steps to minimise risks to their health. For example, she does not take essential medications for older children with her on the journey to and from school. This has not had an impact on children to date. The childminder has a positive attitude to putting this right.
- The childminder and her assistant promote opportunities for children to learn to be independent, such as when they segment oranges at mealtimes. However, on occasion, the childminder does not fully promote younger children's understanding of risks and support them as they begin to manage their own safety.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a strong understanding of their safeguarding responsibilities. They have a secure knowledge of the signs and symptoms that may indicate that children are at risk of harm, including from radical and extreme views or behaviours. The childminder and her assistant are aware of local multi-agency safeguarding arrangements should they have a concern about children's welfare. They have a good understanding of whistle-blowing procedures and what to do in the event of an allegation being made.

What does the setting need to do to improve?

To meet the requirements of the Childcare Register, the provider must:

	Due date
ensure that essential medications are available at all times to promote children's good health.	23/03/2020

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

- improve support for assistants to help them understand how to challenge children further in their learning

- review how to promote younger children's understanding of how to keep themselves safe.

Setting details

Unique reference number	107797
Local authority	Buckinghamshire
Inspection number	10136130
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	0 to 7
Total number of places	18
Number of children on roll	20
Date of previous inspection	9 February 2016

Information about this early years setting

The childminder registered in 1999. She lives in Prestwood, Buckinghamshire and her service is open from 7.30am to 6.30pm on weekdays throughout the year. The childminder accepts funding for the provision of free education for two-, three- and four-year-old children. The childminder regularly works with two assistants. On occasion, she uses other registered assistants. The childminder holds an appropriate qualification at level 6. She is an accredited childminder within Buckinghamshire Community Childminding Network.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- The inspector observed the childminder interacting with children and spoke with her at different times during the inspection.
- The inspector observed and evaluated an activity with the childminder.
- The inspector spoke to the childminder and one assistant at appropriate times during the inspection.
- The inspector checked evidence of the childminder's and her assistants' training and suitability. She looked at relevant documentation and evidence of suitability of persons living in the household.

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 2020