

Childminder report

Inspection date:

10 June 2021

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

Children demonstrate positive attitudes to their learning. For example, they concentrate and persevere when learning to join blocks together to make number-sequenced towers. Children behave well, listening and responding promptly to the childminder, for example when she asks them to put their shoes on.

Children develop strong bonds with the childminder. For instance, young children happily explore their immediate environment. They develop their small hand muscles, picking up and transporting toys from one place to another. They smile and return to the childminder for cuddles and reassurance when needed.

Children benefit from the childminder and her assistant's high expectations for their learning. For example, the childminder and her assistant share the vision for each child's development. On the whole, the childminder shares information about children's progress with parents well. However, she does not fully consider how to share information with other settings that children attend.

Children enjoy the responsibility the childminder gives them to make choices about their day. For instance, choosing what they would like to eat and the colour of crockery. However, the childminder does not organise routine times of day, such as mealtimes, well enough. She does not plan these routines sufficiently to minimise potential risks.

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

- The childminder demonstrates a secure understanding of children's needs. For instance, she focuses on developing children's language and communication. The childminder uses opportunities fully to develop children's speech. For example, she reads books to children, introducing them to new words and using simple sign language to help them communicate. This supports children who speak English as an additional language effectively.
- The childminder's assistant benefits from good support from the childminder. For example, the childminder regularly discusses children's learning and next steps with him. The childminder and her assistant write and review policies together. This helps to ensure that they have a shared understanding of procedures.
- The childminder networks with others well. For example, she shares ideas with other childminders about how to organise the resources in her environment. She reflects on her own practice and rearranges her playroom to meet the needs of different-aged children better.
- Children benefit from the secure partnerships and positive communication that the childminder develops with parents. For instance, when children found it difficult to cope with routines due to the COVID-19 (coronavirus) pandemic, the

childminder promptly found solutions to this by talking to parents. This supports children's well-being. At other times, the childminder's partnership working is less successful. For example, she does not seek information suitably well from other settings that children attend. This does not fully promote consistency for their care and learning.

- The childminder supports children to be physically active. For example, she identifies when children are unfamiliar with being active outdoors in the fresh air due to the COVID-19 pandemic. She supports children to learn how to enjoy being outdoors and have fun in the local area, for example by exploring the local woods.
- The childminder promotes positive behaviour well. She provides plenty of praise and encouragement and celebrates children's achievements. For instance, when they independently wash their hands. Children are confident learners. They have positive attitudes and demonstrate high levels of enjoyment. For example, when involving visitors in their imaginary play.
- The childminder does not risk assess effectively. She does not plan daily routines sufficiently well to minimise potential risks to children. For example, the childminder does not fully consider how to organise the mealtime routine to supervise children eating and support them in learning to manage their self-care. She does not promptly identify potential risks to young children when they are feeding themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that herself and her assistant keep their safeguarding knowledge up to date. For example, the childminder completes regular training, sharing updates and information about local safeguarding partnership procedures with her assistant. The childminder has a strong knowledge of the signs and symptoms which may indicate that children are at risk of harm. She has a good understanding of whistle-blowing procedures and knows what to do in the event of an allegation. The childminder has a secure understanding of how to keep children safe when transporting them in her car.

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
identify and minimise potential risks to young children when they begin to feed themselves.	08/07/2021

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

- improve the organisation of routines and manage children's different needs more effectively
- improve communication with other settings that children attend and help to promote consistency in their care and learning.

Setting details

Unique reference number	EY562335
Local authority	Buckinghamshire
Inspection number	10191107
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	1 to 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Aylesbury, Buckinghamshire. She accepts funding for the free provision of education for children aged three and four years. The childminder holds an appropriate qualification and works with a registered assistant. She provides care Monday to Saturday from 7am until 6pm. On Tuesdays and Wednesdays, she provides care until 8.30pm. The childminder also provides overnight care.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector had a tour of the parts of the childminder's home that children use.
- The inspector observed the childminder's quality of teaching, and they jointly evaluated the effectiveness of the childminder's interactions with children.
- The childminder talked to the inspector about how she supports her assistant in their role.
- The inspector spoke to children on the day of the inspection. She also considered the 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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