

Childminder report

Inspection date: 5 October 2021

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

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

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

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

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

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed, and they have a close relationship with the childminder. They demonstrate a desire to learn during planned activities and when playing independently. For example, children enjoy looking at books, listen to stories read by the childminder, and join in with familiar action songs and rhymes. The childminder enhances children's learning and, overall, they receive good quality teaching. For example, during an art and craft activity, children have access to various materials to promote their imagination, such as using spaghetti for hedgehog spines.

Children clearly feel safe and secure. They develop an understanding of how to keep themselves safe as they practise road and fire safety. Children enjoy outings in the local environment, to help develop an understanding of the world around them. For instance, they observe nature in the woods and learn to care for living things as they plant flowers and feed the childminder's pony.

Children learn how to manage their behaviour with the childminder's positive support and guidance. They behave well, and accept and respect others. During good handwashing routines, older children help younger children. Children respond with smiles to ample praise and encouragement as the childminder acknowledges their achievements. This helps children to develop confidence, self-esteem and persistence during activities.

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

- The childminder offers high-quality education. She has a clear understanding of what she wants children to learn and plans meaningful activities to help them to achieve this. Therefore, all children, including those who receive funded education, develop skills they need for their future learning.
- The childminder speaks clearly to the children and she uses a wide range of words to help increase their vocabulary. Occasionally, the childminder does not plan sufficient time for children to think through their responses to questions during conversations.
- Overall, children develop good physical skills. For instance, they ride and steer tricycles, and throw and catch balls. However, younger children do not have consistent opportunities to further strengthen their balancing skills, when learning to walk. Children develop the muscles in their hands as they post shapes and use scissors and tweezers.
- The childminder helps children to develop an understanding of their uniqueness. For example, as they talk about their physical appearance, families and facial features.
- The childminder teaches children about the importance of following good oral

hygiene routines. For example, when listening to a story, the children use a toothbrush to clean a puppet crocodile's teeth.

- Children have a keen interest in mathematics. They confidently count, name colours and shapes. Children spontaneously use mathematical language relating to size and measurement, such as long, big and small.
- Partnerships with parents are good. Parents are very complimentary about the childminding service. They state that their children are making good progress in their social skills and are more confident. Their children thoroughly enjoy the activities planned for them, such as outings to pre-school groups and parks. The childminder shares ideas with parents, to further support their child's learning at home.
- The childminder is very keen and enthusiastic. She builds on her knowledge and skills and is committed to developing her childminding service.
- The childminder closely monitors children's progress to ensure she offers them the best start in life.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding. She completes training courses to help keep her safeguarding knowledge up to date. The childminder knows the possible signs of abuse and neglect, and understands wider issues surrounding child protection, such as drug trafficking. The childminder is fully aware of her responsibilities should an allegation be made against her or a household member. Children play in safe and secure environments that the childminder has thoroughly risk assessed. The childminder's home is safe and secure for children to explore independently.

What does the setting need to do to improve?

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

- increase the effectiveness of plans for supporting children's communication and language development, providing more time for children to think through responses when engaging them in conversations
- extend the opportunities for young children to build on their physical skills, in particular when developing their large muscles for walking.

Setting details

Unique reference number	EY433739
Local authority	Buckinghamshire
Inspection number	10136688
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	23 June 2016

Information about this early years setting

The childminder registered in 2011. She lives in Chesham, Buckinghamshire. The childminder provides care all year round from 7.30am to 6pm, Monday to Thursday. She receives funding for the provision of early education for children aged three years.

Information about this inspection

Inspector

Kim Mundy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- During the inspection, the inspector spoke to and interacted with the children. The inspector took account of the views of parents through written feedback.
- The childminder showed the inspector evidence of the suitability of household members.

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 2021