

# Childminder report

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Inspection date: 12 October 2021

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children demonstrate consistently good behaviour in the childminder's home. They interact with others well. For example, children invite visitors to explore pumpkins. They hand them to visitors and wait patiently to receive them back. Children begin to learn how to use good manners, saying 'thank you' frequently during their play.

Children are happy and settled. They enjoy sociable snack times and sit with the childminder as they identify and excitedly talk about friends on a collection of photographs. Children relax and feel comfortable with the childminder. They make star signs with their hands, indicating that they wish to sing songs, such as 'Twinkle, twinkle little star', as the childminder changes their nappy.

Children benefit from a wide variety of opportunities to learn about their local environment. They enjoy visits to the local woods and 'forest school'. Children dig and plant, build and construct, making pictures with natural materials. They are very observant and excitedly look for signs of animals, such as squirrels, running along the trees.

Children enthusiastically choose to join activities that the childminder plans to meet their individual needs. They develop good skills in relation to their age and stage of development.

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

- The childminder does not have a secure understanding of when to make notifications to Ofsted. She has not informed Ofsted of changes to those aged 16 years or over living on the premises. As a result, Ofsted has not had the necessary information to be able to check their suitability. The childminder minimises the impact on children as she does not leave children alone or unsupervised with household members.
- The childminder develops positive partnerships with parents, who are happy with the service she provides. She works closely with parents to promote children's well-being. For example, she shares information about healthy eating and sleep routines to help parents support their children's good health. The childminder gives parents ideas of ways that they can support their children's learning at home. This is helping children to make good progress in relation to their age.
- The childminder provides plenty of opportunities for children to gain fresh air and exercise. For instance, children enjoy trips to the local woods and parks. They develop their physical skills, learning to walk and then run on uneven ground. Children learn to manage risks in their play, such as how to climb up and down trees safely.

- Children demonstrate consistently positive attitudes to their learning. They enjoy exploring the texture natural resources. Children wave their arms and bounce with excitement as they explore different coloured pumpkins. They develop good concentration skills. For instance, as children play with sticks and small logs, they keep trying to get them to balance on top of one another. Children grip chalk and pens carefully in their hands and concentrate as they make lines and circles on different materials.
- The childminder is a positive role model for children's developing communication. For instance, she sits and engages in conversations with children at snack time. Children talk enthusiastically, using new words such as 'sweet' to describe oranges. They develop a sense of awe and wonder as they look at plants that they are learning to look after. Children compare and touch the leaves, describing them as 'spiky'. This helps to promote their developing vocabulary well.
- The childminder has a clear understanding of what she wants children to learn. She liaises well with staff at other settings, such as the local school, to find out about what they expect children to be able to do when they start. The childminder then tailors her curriculum to help children to be confident, independent and happy learners. Overall, she delivers the curriculum well. However, on occasion, the childminder does not fully consider how she can use toys, resources and the available space in her home, to support her intentions for children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to keep children safe. She is familiar with local safeguarding partnership procedures for reporting concerns about children's welfare. The childminder promotes children's understanding of how to keep themselves safe. For instance, she regularly completes fire drills with children. Once complete, children proudly receive their 'fire safety certificates'. The childminder has robust safety procedures for the walk to and from school. She plans walking routines carefully in relation to children's age and stage of development. The childminder minimises risks to children in her home environment well and she manages safety associated with the family pet effectively.

## 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:**

	<b>Due date</b>
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develop an understanding of when to make notifications to Ofsted	09/11/2021
provide Ofsted with the necessary information to enable suitability checks to be carried out for those aged 16 years or over living on the premises.	09/11/2021

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

- review the use of toys, resources and space to strengthen the delivery of the curriculum and help children make even better progress in their learning.

## Setting details

<b>Unique reference number</b>	107735
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10072266
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	26 April 2016

## Information about this early years setting

The childminder registered in 1999. She lives in Chesham, Buckinghamshire. The childminder provides care Tuesday to Friday from 6.30am to 6.30pm all year round, excluding family holidays. 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

- This was the first routine inspection the childminder 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 setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents and considered their views.

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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