

Childminder report

Inspection date: 28 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children develop secure attachments with the childminder. Her interactions with them are consistently calm and supportive, and this helps children to feel safe in her care. Children explore the childminder's home happily. They pick up and transport toys from one place to another. They return to the childminder for reassurance when needed.

Children benefit from the childminder's high expectations for their behaviour and learning. For example, they learn to use good manners as they interact with each other. Children follow the childminder's instructions within activities well. For instance, they listen precisely to instructions during planting activities. Children enthusiastically lead their learning, for example by emptying soil into the tray, scooping it into pots and planting together.

Children have good opportunities to develop their physical skills. They learn to grip chalks in their hand and copy the childminder as they make lines and marks on the ground. Children develop their understanding of mathematics in their play. They blow bubbles and identify them as 'big' and 'small'. They say 'pop' and watch excitedly the bubbles blow away in the garden. Children demonstrate consistently positive attitudes to learning and are well prepared for the next stages in their education.

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

- The childminder is a good role model for children's developing language skills. She understands how to support children, for example by making eye contact with them and speaking clearly. The childminder reinforces simple words that children begin to use in their interactions with her, for example when they say 'apple' to identify what they would like to eat. She engages in discussion with older children to help their conversational skills and developing pronunciation.
- The childminder supported parents and children well during the COVID-19 pandemic. For example, she created activity packs, which she delivered to families. These helped parents to continue to support children's developing skills, such as scissor and pencil control, at home.
- The childminder promotes children's mathematical skills well. For example, she spontaneously captures opportunities for children to count during their play. Children enjoy counting balloons of different colours. They solve problems and work out how many more plants they will need to fill their pot. The childminder skilfully addresses children's misconceptions during their learning, for example by helping them to count a group of balloons accurately.
- Children behave well and the childminder provides lots of praise to encourage their learning. However, on occasion, she does not seize opportunities to teach

children about feelings and how to resolve problems in their play for themselves.

- Parents report that the childminder shares information with them about their children's learning. She liaises with them well. For example, the childminder supports families to understand how to help their children to learn to use the potty, when the time comes. She promptly signposts parents to professional support, such as speech and language therapists, when needed.
- Children develop secure independence skills and the childminder places high priority on this from an early age. Younger children learn to undo the straps on their shoes and begin to learn to use cutlery. Older children learn to dress and undress and manage their own personal hygiene confidently. This helps in their preparation for school.
- The childminder helps children to develop an understanding of the wider world. For instance, children learn to grow crops, such as rhubarb, in the garden. During snack time, the childminder responds to children's questions about where fruits, such as a kiwi, come from. Children enjoy finding these locations on the globe. However, the childminder does not take their learning further and help them to make links between healthy food and healthy eating choices.
- The childminder has a positive attitude to improving her practice. She has completed training to find out about different ways that boys and girls learn. Following this, she has reviewed how she uses her outdoor space and large-scale resources. This is helping to promote opportunities for children to solve problems and make decisions during their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure understanding of her responsibility to keep children safe. For example, she has undertaken training to ensure she is familiar with wider safeguarding issues, and is able to recognise different signs and symptoms of abuse. The childminder demonstrates that she knows who to refer concerns to regarding children. She knows how to respond to allegations. The childminder supervises children closely in her home to ensure that they are safe and within sight and hearing at all times. She minimises risks effectively in her home. For example, she visually checks the environment and toys each day.

What does the setting need to do to improve?

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

- use routine times and activities more effectively to give children clear and consistent messages about how to make healthy eating choices
- extend opportunities for children to learn about their own and other children's feelings and help to give them the skills to respond to setbacks in their play.

Setting details

Unique reference number	EY428873
Local authority	Buckinghamshire
Inspection number	10228572
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 October 2016

Information about this early years setting

The childminder registered in 2011 and lives in Buckingham, Buckinghamshire. She provides care on weekdays from 7.30am to 6pm and operates her service all year round. The childminder accepts funding for the free provision of education for children aged two, three and four years. She holds an appropriate qualification.

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 inspector talked to the childminder about how she organises the curriculum. The inspector observed the quality of teaching indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder and discussed their findings.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents provided in writing.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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