

Childminder report

Inspection date: 7 April 2022

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

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

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

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

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

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are inspired to learn through the variety of experiences the childminder provides which reflect their different interests well. Children benefit from meaningful activities and become excited and engrossed in their play. For example, children use tweezers to pick up pasta which they drop into a tube to fill a truck. They persevere and when the truck is full, they empty it to start again. Children are developing their physical skills and coordination in relation to their age. Younger children enjoy pressing buttons to create sounds and are delighted with the result. The childminder interacts with children effectively and encourages their play.

Children benefit from an array of exciting outdoor learning experiences to develop their knowledge and understanding of the world. They experience communities beyond their own. For instance, children visit the library, shops, toddler groups and local parks. Children develop confidence in new social situations. They are very confident and happy. The childminder is exceptionally warm, caring and sensitive to children's individual needs. Children develop extremely close attachments with her and show that they feel safe and valued.

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

- The childminder gets to know children well. She gathers detailed information when they first start and builds on what they know and can do. The childminder plans a curriculum full of activities that are challenging and appeal to their interests. For example, as children enjoy playing with beanbags, she extends their play by getting them to throw the bags into a container. Children develop their hand-to-eye coordination and are elated when they succeed.
- The childminder reflects on her practice and continues to build on her knowledge and skills. For example, she recently completed training in how to support children with special educational needs and disabilities. This is helping her to develop strategies to help children. The childminder seeks feedback from parents and children to help her make improvements. She has good links with the local authority early years team and a range of other professionals.
- The childminder is a good role model and interacts positively with children. As a result, children listen and respond attentively when she speaks to them. Children behave very well. They demonstrate their independence as they put on their coats and shoes.
- Young children develop the small muscles in their hands as they use building blocks and take the lids off containers. The childminder supports children very effectively to develop friendships and to learn how to play with others. For instance, older children thoughtfully play games with younger children. They are kind and patiently explain the rules, encouraging children to taking turns as they play.

- Children have daily access to fresh air and exercise. The childminder organises play opportunities in the park to allow children to increase their physical skills, manage risks and build their confidence. In conjunction with parents, the childminder provides healthy snacks and meals. Children regularly wash their hands and understand the importance of good hygiene routines.
- The childminder uses every opportunity to encourage children to communicate. She uses ongoing commentary as children play. The childminder asks children interesting questions which extend their learning. For example, she asks questions that reinforce and extend children's understanding of shapes as they play.
- Children have fun as they learn. There is a good range of stimulating toys and resources inside and outside. However, the childminder's organisation of resources makes it difficult for children to make choices and can limit their learning opportunities.
- Parents' written comments are exceedingly complimentary about the quality of care and learning at the setting. Parents value the childminder's calm approach and her ability to help their children learn new skills. The childminder works exceptionally well with parents. She offers them extensive feedback about their children's progress. She shares the activities that children enjoy and the next steps in their learning. This helps parents to support children's development at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of the signs and symptoms that may indicate possible abuse. She knows how to act swiftly and appropriately should she have any concerns regarding a child in her care. She is very confident about protecting children from all forms of abuse, including online dangers and extremism. The childminder plans activities carefully to ensure the safety of all children. She risk assesses activities, including those outdoors or off site, and takes effective action to minimise hazards. The childminder has developed her procedures during the COVID-19 pandemic, including changing parents' drop-off and pick-up arrangements to help minimise contact and infection.

What does the setting need to do to improve?

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

- review the organisation of resources to make it easier for children to make their own choices and extend their learning opportunities.

Setting details

Unique reference number	116600
Local authority	Buckinghamshire
Inspection number	10228184
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	13
Date of previous inspection	9 December 2016

Information about this early years setting

The childminder registered in 1994. She lives in Loudwater, Buckinghamshire. The childminder offers childcare each weekday, from 7am to 6pm, all year round. The childminder holds an appropriate qualification at level 3. She accepts funding for the provision of free education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Robertson

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 and the inspector completed a learning walk together around the areas of the childminder's home used for childminding.
- The inspector held a number of discussions with the childminder throughout the inspection.
- A range of documents were looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- The inspector spoke to and interacted with the children. The inspector took account of the views of parents through written feedback.

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 2022