

Childminder report

Inspection date: 26 May 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. They benefit from well-planned settling-in procedures, which help them become familiar with their new environment. Children smile happily as the childminder makes eye contact and sings songs to them during nappy-change time.

All children enjoy the range of exciting opportunities to learn that the childminder plans for them. They are well prepared for their future learning. For example, younger children play with push-button toys at ground level. They persevere and pull themselves up to stand as they begin to push a walker across the garden. Older children further their interest in digging and scooping as they fill pots and hunt for insects in the soil.

Children behave well. They are kind and helpful to others. For example, children help their friends to secure their 'babies' in the buggy. They enjoy being involved in routines, and older children particularly like helping to clear away after their activities.

Children are curious learners. Older children feel the texture of shells in their hands. They explore them with all their senses and hold them up to their ears to see if they can hear the sea. Children concentrate for long periods. They demonstrate this when they use their hands, and tools such as paintbrushes, to make marks and pictures with paint.

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

- The childminder has a good understanding of children's likes, dislikes and experiences at home. She provides a range of opportunities to help extend children's interests or give them new experiences. For example, children explore the feeling of different media and materials in their hands through messy play. They investigate sand, soil, water and paint regularly during their activities.
- The childminder caters for children's ages well in their activities. For example, she provides age-related opportunities for children to develop their physical skills when outdoors. Older children learn to throw, catch and kick large balls. At the same time, younger children practise rolling balls to and from the childminder. This supports their developing muscle skills well.
- The childminder provides lots of support and encouragement throughout the day. This helps children to develop an understanding of right and wrong. Children recognise situations when they need to take turns and begin to say 'share' to communicate with their friends.
- The childminder provides children with a range of healthy snacks, such as fruit. She helps children to learn to name the items that they eat, including

'strawberries' and 'bananas'. However, she does not capture opportunities within snack time to give children a deeper understanding of healthy eating choices.

- The childminder develops positive partnerships with parents and professionals. For instance, she promptly speaks to parents about concerns relating to children's physical development. She helps them seek advice from professionals such as the occupational therapist. She then increases opportunities for children to develop their gross motor skills, such as through throwing, catching and climbing activities in the garden.
- Children learn about communities other than their own. The childminder includes activities in the curriculum where children learn about festivals in the calendar year, such as the Chinese New Year. Older children have particularly enjoyed making and eating traditional foods from other cultures.
- The childminder does not consistently promote opportunities for children to learn to complete tasks independently. For example, she puts some children's coats and shoes on for them and frequently wipes children's noses. She does not fully consider how to teach children the skills to be able to begin to do these things for themselves.
- The childminder has taken active steps to improve her own work-life balance. She has reduced unnecessary paperwork and reviewed the way she records children's progress. This is having a positive impact on her own well-being.
- The childminder actively seeks opportunities to develop her own skills. She networks effectively with childcare colleagues and seeks ideas for new activities. Children particularly benefited from a new and open-ended activity using sticks to make shapes and patterns.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her premises are safe and ready for children each day. For example, she checks the indoor and outdoor environment for risks associated with the family pet and ensures all toys are safe and suitable for use. The childminder ensures that she can supervise children safely at all times. For instance, she makes adaptations to her garden to ensure children remain in view at all times. The childminder has a secure understanding of local safeguarding issues. She is able to talk about the signs and symptoms of abuse, including neglect and female genital mutilation.

What does the setting need to do to improve?

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

- review opportunities during routine times to teach children about healthy eating choices
- strengthen opportunities for children to learn the skills needed to complete tasks

independently, with particular relation to dressing and undressing and managing self care.

Setting details

Unique reference number	EY291895
Local authority	Buckinghamshire
Inspection number	10228368
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	24 November 2016

Information about this early years setting

The childminder registered in 2004. She lives in Winslow, Buckinghamshire. The childminder offers care Tuesday to Friday from 8am until 5.30pm for most of the year. The childminder holds an appropriate childcare qualification equivalent to level 3. 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 childminder.
- 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 carried out a joint observation of an activity with the childminder.
- The inspector checked evidence of the childminder's training and suitability.
- The inspector considered the written 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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