

Childminder report

Inspection date:

16 June 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are very happy. They enjoy the time they spend in the childminder's welcoming and nurturing home. They relax and unwind in this calm environment, which complements their school day perfectly. Children arrive home from school with the childminder, knowing the routines of the day. For example, they know they need to wash their hands ahead of choosing their snack. They make choices about what they might like to play with and the childminder knows the children's interests well.

Children have time to practise what they learn at school. For example, younger children who are learning to write, tell the childminder how to spell out their names. The experienced childminder builds on this prior knowledge and skilfully asks children to demonstrate how to write the letters. Children are able to describe how they must write it and then make the mark correctly. This supports children's early writing skills.

All children behave well. The childminder treats them with kindness and consideration. This helps them to learn how to treat others and build friendships. For example, children offer to tidy away after a child has finished and say please and thank you without being prompted. Children benefit from plenty of warm praise and encouragement from the childminder.

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

- The childminder demonstrates a genuine enjoyment of her work. She increases her knowledge through training and meets regularly with other childminders in the village, where they discuss practice. This keeps her skills and knowledge up to date.
- The childminder works closely with the pre-school, school and other settings the children attend. She works well with teachers and practitioners to meet the individual needs of the children. This enables her to support children's learning from school in her setting.
- Children talk with confidence to visitors who attend the childminder's home. For example, they talk about the exciting 'Cherry Pie Fair,' which is due to take place at the weekend, in the village. Children tell the inspector what is on offer at the fair and how some of them will sing in the choir.
- Overall, the childminder supports children to develop the skills they need for the future. She encourages them to have a go and learn to do things for themselves. Through discussion, the childminder recognises that, on occasions, such as during craft activities, she needs to allow children to undertake tasks which they are able to do themselves.

- The childminder forms positive relationships with children. She joins in their play and makes sure they are happy and have fun. For example, she laughs with them as they are keen to share their 'Knock, Knock,' jokes. Additionally, she shows a keen interest in children's pursuits outside of school, such as knowing what groups they attend and recent family trips they have been on.
- Parents leave glowing feedback and appreciate the reassurance and support given by the childminder to the children and their families. The childminder keeps parents informed of their child's progress through daily feedback.
- The childminder has a secure understanding of how children learn and develop. She uses his knowledge to plan activities and use resources that help children to build on their skills and move on in their learning.
- Children show good levels of independence for their age. For example, they are self-sufficient in all their care needs with gentle, but firm reminders from the childminder on good hygiene routines. Children are polite and well mannered. Children are becoming independent and responsible individuals.
- The childminder helps children learn about the wider world. Children have opportunities to explore their local community. For example, the childminder and children talk about the things they love to do in the holidays, such as visiting local farms, parks and woodlands.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant of the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. She is aware of child protection issues, such as exploitation, extremism and radicalisation. The childminder carries out regular checks of her home and garden to help provide a safe environment for children.

Setting details

Unique reference number	107924
Local authority	Buckinghamshire
Inspection number	10228122
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	4 to 7
Total number of places	6
Number of children on roll	11
Date of previous inspection	28 September 2016

Information about this early years setting

The childminder registered in 1996. She lives in Seer Green, Buckinghamshire. The childminder provides care from 7.30am to 6pm on Monday to Thursday, all year round. At present she is caring for before- and after-school children only and offers holiday care throughout the school holidays.

Information about this inspection

Inspector

Amanda Perkin

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 her evaluation of the setting.
- Parents shared their views through verbal feedback. The inspector took account of these views.
- Discussions were had with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of the childminder's documentation. This included evidence about suitability of those living in the household, qualifications and her first-aid certificate.

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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