

Childminder report

Inspection date: 4 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy spending time in this homely environment with the welcoming childminder. They settle quickly and form strong relationships with her and each other. Children approach the childminder for reassurance and comfort as needed. Children happily explore the environment, making choices from the range of toys and activities on offer. Children are curious and concentrate well, persisting with their learning.

Children enjoy singing and action songs, joining in enthusiastically and singing the words they know. Children behave extremely well. They demonstrate good manners and say 'thank you' spontaneously when the childminder gives them items they request. Children play happily alongside each other and receive support to share and take turns. Children understand the routines of the setting, such as to go to the table when it is snack time and which booster chair to sit in.

Children learn about their local community, as the childminder takes them out on regular visits. For example, they go to the market to buy food for their activities and go walking in the woods and to toddler groups. Children also learn to keep themselves safe. They have opportunities to practise fire drills and emergency evacuation on a regular basis and receive a certificate for participating.

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

- The childminder has made effective progress since the last inspection. She now has a secure knowledge of the notifications she must make to Ofsted and has provided required information relating to the checking of suitability.
- The childminder knows the children in her care extremely well. She follows children's interests to engage them. For example, when they ask to play a board game, she organises this for them. This supports children to feel valued and that their requests are listened to. However, the childminder does not capture opportunities that arise, such as during discussions and during counting, to extend children's learning further.
- The childminder is able to effectively identify individual children's progress and what they need to focus on next. She is ambitious for children to learn specific knowledge and skills before they move on to nursery or school. For instance, she supports children to manage the toilet and handwashing for themselves. This ensures children make good progress and are ready for their next stage in learning.
- Children are developing their hand muscles and fine motor skills through the activities on offer. They manipulate small rods and catch worms and fish during a game. They also enjoy having a go at chopping fruit with knives. However, the childminder does not always make sure the equipment she provides for activities

is appropriate for children's age and stage of development. As a result, children do not always achieve the desired outcome.

- The childminder supports children's communication and language well. She introduces new words and talks to children about their play and activities. She is aware of how to support bilingual children effectively. For instance, she asks parents for words in their home language and ensures she speaks slowly and clearly to support children's understanding.
- The childminder works in partnership with parents and others to ensure consistency of care for children. She completes regular assessments of children's progress and provides a written account for parents, including the progress check at age two. As a result, she is able to identify any gaps in children's learning and put strategies in place to ensure these close quickly.
- Parents say they are very happy with the childminder, valuing the home-from-home environment where she fosters a sense of family. They are pleased with the feedback they receive about their children either electronically or verbally. Parents also say they like the sharing of ideas to support children's development at home. Consequently, parents and the childminder can work together to support children's learning and progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to keep children safe and is aware of the signs and symptoms which may indicate that a child is at risk. The childminder knows how to appropriately report any concerns relating to children or the adults caring for them. She discusses online safety with older children and has appropriate procedures in place to protect them if they use technology in her home. The childminder keeps her safeguarding knowledge up to date through attending regular training courses. The premises are safe and secure and the childminder completes effective risk assessments to remove or minimise any risks to children.

What does the setting need to do to improve?

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

- strengthen interactions with children and use spontaneous opportunities to challenge and extend children's thinking more effectively
- review and consider the resources provided, to ensure these are suitable for children to use and support the intended learning outcome.

Setting details

Unique reference number	107735
Local authority	Buckinghamshire
Inspection number	10213079
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 October 2021

Information about this early years setting

The childminder registered in 1999. She lives in Chesham, Buckinghamshire. The childminder provides care Monday to Thursday from 6.30am to 6.30pm all year round, excluding bank and family holidays. She accepts early education funding for children aged three and four years.

Information about this inspection

Inspector
Clare Perry

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.

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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