

Childminder report

Inspection date: 20 October 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 have a strong relationship with the childminder. They demonstrate that they feel safe and secure with her. Children seek comfort from her when they feel unsure, such as when there are new visitors to the setting. They then relax, as she gives them a cuddle and reassures them. Children behave well. They have lots of opportunities to explore stories as they read together and also visit the local library. This helps to promote children's literacy skills and develop a love of reading.

Children access a wide range of resources to support their learning and development in all areas, such as mathematics. For instance, children practise their counting by identifying bears of different size and colour. They confidently count to 10 and identify which bears are smaller and larger. The childminder praises children highly for their achievements, and children beam with delight as they realise their achievements.

Children are learning how to keep themselves safe and healthy. For example, as the childminder demonstrates how to wash hands correctly, she discusses with children the importance of doing this to reduce germs. The childminder models good hygiene practices by demonstrating how to wash hands correctly with soap.

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

- The childminder uses her garden and the local environment to provide motivating opportunities to support the children's learning. For example, she takes children on daily walks, including to the river, where children explore creatures in the water using nets. This helps to enhance their knowledge and understanding of the world and builds on their physical skills.
- The childminder is dedicated to her role. She is passionate and enthusiastic about providing good-quality experiences for the children in her care. For example, she plans activities to build on children's curiosity and exploratory interests in their play. Children roll, push and manipulate dough as the childminder develops their understanding of shape and colour. However, in her enthusiasm to help children learn, the childminder does not always recognise the opportunities to fully encourage children to think and respond with their own suggestions and views.
- Parents comment that they are very happy with the care provided in this home-from-home setting. The childminder talks to parents about how they can support their children's learning at home. She keeps children's families well informed about children's progress. For instance, the childminder shares photos and offers verbal feedback. However, the childminder is yet to find fully effective ways to include parents to share children's current learning and development when they start. Therefore, the childminder is not as fully aware of what the children

already know and can do from the earliest possible opportunity.

- The childminder enhances her knowledge. She attends regular mandatory training and has kept up to date with recent changes to the early years foundation stage. She makes the best use of networking opportunities to help develop her practice.
- The childminder supports children's personal development well. For example, she recognises promptly when children need sleep. She ensures children are comfortable before settling them down. After their sleep, they lean in for a cuddle from the childminder until they feel more awake. This shows that established routines help to promote children's health and well-being.
- Children learn from a broad curriculum. The childminder has a clear vision of what she wants children to learn during their time at the setting. She plans daily activities to achieve this. For example, children learn about nature and how things change over time as they explore the outdoors with the childminder, who puts into practice her forest school training. Children enjoy the freedom to follow their interests in addition to the curriculum.
- The childminder has working links with the local school and supports children's transition onto school well. She understands how to help children when they need additional support and communicates with parents, health visitors and other outside agencies to ensure that children make timely progress.

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 a concern about a child in her care. The childminder is conscious of the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date and is aware of a range of child protection issues, including county lines and radicalisation. She is aware of who to report any potential concerns to. The childminder manages risks effectively when out in the local area. She has procedures in place to keep children safe, such as a missing child procedure.

What does the setting need to do to improve?

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

- use opportunities more effectively to encourage children to express their own views and make their own suggestions during planned activities
- review ways to promote two-way information sharing with parents to help gather information about children's learning and development from the outset.

Setting details

Unique reference number	EY459786
Local authority	Buckinghamshire
Inspection number	10228792
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	2 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 January 2017

Information about this early years setting

The childminder registered in 2013. She lives in the Chesham area of Buckinghamshire. The childminder operates Monday to Friday, 7.30am until 5.30pm, all year round, excluding family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Chris Lamey

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 and the childminder observed the children's engagement in activities and had a follow-up discussion about children's learning.
- Parents shared their views of the setting by providing feedback.
- The inspector sampled a range of documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

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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