

Childminder report

Inspection date: 26 June 2023

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

The childminder and her co-childminder help children to feel safe and happy when they first start attending. For example, they find out about children's likes, dislikes and about their care routines. They follow these in their home, beyond the settling-in period, to help children to adjust to their new pattern of care. Children demonstrate in their interactions with the childminder that they feel secure in their environment.

Children benefit from high expectations that the childminder and co-childminder have for them. For example, they are extremely well behaved and they follow routines that they are familiar with swiftly, such as tidying away when they sing the tidy-up song. Children are eager to develop their skills and have good levels of concentration for their age. They demonstrate this as they practise scooping and pouring water precisely from one container to another.

The childminder provides plenty of opportunities for fresh air and exercise to promote children's good health. For example, children enjoy regular outings to the woods, where they learn about the world around them. They also develop their large-muscle skills, such as through visits to the local soft-play centre where they develop their control, coordination and balance.

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

- The childminder and her co-childminder promote children's language development effectively. For example, they are positive role models for children. They sensitively repeat what children say, so that they can hear the correct pronunciation. They provide regular opportunities for children to hear new words as they sing songs together, such as when they get ready for lunch.
- The childminder supports children's care needs well. For example, she recognises when children are tired and ensures that they have the sleep that they need. She supports children in an age-appropriate way when learning to wash their hands and helps them to understand that they do this to wash the germs away.
- The childminder and her co-childminder develop positive partnerships with other settings that children attend. For example, they have close links with the local pre-school that children also attend. They share information about children's learning and progress with staff to help promote continuity in children's learning and development.
- The childminder has a good understanding of what she wants children to learn and she plans activities with specific intentions. However, at times, she does not fully consider the order in which to introduce resources into activities. This means that she is unable to fully explore the intended learning as resources are

introduced too quickly, which capture children's attention in a different way.

- The childminder promotes positive behaviour well. She provides plenty of praise and encouragement to children when they practise new skills. For example, the childminder challenges children to take a step back to throw the ball over a longer distance. When they are successful, she celebrates this alongside them.
- The childminder and her co-childminder have a clear focus on promoting children's independence. They help children to learn to manage simple tasks on their own, such as dressing and undressing. However, they do not fully consider how to help parents understand the importance of continuing this focus at home to further support children's learning.
- Children learn about themselves and others. For example, they go on outings in the local community and they learn about the people that live there. Children learn about celebrations in the calendar year and why they are important to themselves or others.
- The childminder has reviewed her practice to improve her work-life balance. While retaining a focus on providing high-quality provision, she has reviewed the paperwork that she completes to help improve her well-being.
- The childminder has a positive attitude to further improving her service. For instance, in the past, she has networked with others to share best practice. She has also ensured she continually updates her own knowledge, such as by attending webinars.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust arrangements in place to keep children safe. For example, she risk assess her home each day to ensure that it is suitable for children. She has a particular focus on ensuring that toys and resources are age-appropriate for the children attending that day. The childminder considers how to make outings safe for children. For instance, she plans where she is going and takes essential equipment with her, such as emergency contacts and a first-aid kit. The childminder undertakes regular training to keep her safeguarding knowledge up to date. She has a secure understanding of signs and symptoms of abuse, and knows the procedures to follow should she have a concern about children's welfare.

What does the setting need to do to improve?

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

- strengthen the implementation of activities, considering how and when to use resources to support the intended learning
- build on communications with parents and help them to understand the intentions for learning and how they can help support this further at home.

Setting details

Unique reference number	EY489027
Local authority	Buckinghamshire
Inspection number	10295531
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 December 2017

Information about this early years setting

The childminder registered in 2015. She lives in a village near Amersham, Buckinghamshire. The childminder works with her husband, who is also a registered childminder, and, very occasionally, with her registered assistants. She offers care from 7am to 6pm Monday to Thursday all year round. She holds an appropriate qualification and 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 provider and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint evaluation of an activity with the childminder and discussed their findings.
- The inspector sampled appropriate documentation.

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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