

Childminder report

Inspection date: 21 September 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

Children behave very well and demonstrate they feel settled and happy in the childminder's care. The childminder uses effective strategies and positive language to encourage children's good behaviour. For example, she praises children as they identify colours and shapes when sharing a familiar story. Children manage their feelings well and are becoming aware of the feelings of others. The childminder acts as a strong role model and teaches children about respect from an early age. As a result, children are kind and considerate of others.

Good planning ensures that the childminder provides activities that excite and engage children, both indoors and outside. The childminder is an advocate of outdoor learning. When in the garden, children enjoy exploring the wide range of resources and activities. For instance, they have great fun as they roll balls along a drainpipe. Children enjoy chasing the balls down the hill, racing to beat them to the end. They spontaneously select little boats then collect water in a watering can with the childminder. They jump and cheer with excitement as they pour the water into the drainpipe, watching the boats float to the end.

Children learn skills that will help them in their future learning. For instance, they concentrate and show perseverance when completing jigsaws. The childminder prepares interesting activities for children. They follow instructions well as the childminder asks them to match coloured building blocks to coloured plastic flowers. Children then independently change the planned activities to follow their own interests.

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

- The childminder demonstrates integrity in everything she does. She shows a genuine enjoyment of working with children. The childminder forms close relationships with parents and values their regular feedback. Parents speak very positively of the childminder. They say she 'is amazing' and really appreciate the regular feedback and photographs she shares. Parents say their children have 'come on so much' since starting with the childminder.
- Children develop a love of books and stories. The childminder reads stories to the children as they sit around her. She encourages their involvement, as they respond to questions and describe the different textures on the page of the book, while listening to the story. However, at times, the childminder does not make effective use of questioning to further promote children's language development and thinking skills.
- The childminder provides opportunities for children to feed themselves and develop their self-help skills. For example, children make their own sandwiches and select their fillings as they chat with the childminder about their

preferences. Children follow good personal hygiene routines. For instance, they wipe their own nose and place the tissue in the bin and know to wash their hands. Children learn to be very independent.

- The childminder promotes healthy lifestyles to children. She provide healthy meals and snacks and ensures that these are nutritionally balanced and healthy. The childminder provides a variety of fresh fruit and vegetables and reminds them to drink water as she demonstrates she is drinking her own.
- The childminder reflects on her practice well. She keeps up to date with any changes to help improve children's care and learning. She plans and completes specific training to refresh her knowledge and develop new ideas to extend children's play and well-being. For example, the childminder has recently started a modular course to refresh her knowledge and understanding of how to deliver a curriculum to meet the seven areas of learning and development for young children.
- The childminder observes children closely as they play. This helps her to understand children's current stages of development and what they need to learn next. The childminder plans a curriculum which helps all children to make good progress.
- Children have many opportunities to learn about the world around them. The childminder takes them on visits, such as to parks, the library and local shops. She also takes children regularly to local playgroups, to give them opportunities to develop their confidence in larger groups of children and learn about people in the community who may be different to them. In addition, children learn how to take care of the childminder's pet guinea pigs. They help the childminder to prepare celery and excitedly carry the bowl to feed them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding policies and procedures are in place to protect the welfare of children. She knows the signs and symptoms that might indicate a child is at risk of harm. The childminder is clear about her reporting procedures and who to contact for advice. She knows how to share timely and appropriate information with other professionals to ensure that children receive the help they need. Risk assessment is effective. For example, she checks on her environment daily to minimise or remove any potential hazards to children to keep them safe.

What does the setting need to do to improve?

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

- develop the use of questioning to support children's thinking skills and help them to recall and use new vocabulary.

Setting details

Unique reference number	107730
Local authority	Buckinghamshire
Inspection number	10301570
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 January 2018

Information about this early years setting

The childminder registered in 1999. She lives in Chesham, Buckinghamshire. She operates from 7.45am to 6pm on Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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 childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Children talked to the inspector about the activities they were doing.
- Parents shared their written views of the setting with the inspector.
- The inspector looked at a range of documentation on request.

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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