

Childminder report

Inspection date: 18 October 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 provides a welcoming home-from-home environment, where children are happy and make good progress. Through a well-planned settling-in process, the childminder gets to know the children and their needs. This supports them to settle with ease. Children's next steps in their learning journey are prioritised and constantly encouraged during play. For example, the childminder counts alongside the children regularly throughout the day, encouraging mathematical progression. Younger children develop their gross motor skills with support from the childminder, who recognises when children may need support learning to walk. During an art activity, older children have great fun as they pretend a piece of paper is a moustache, placing it on their top lip and laughing with the childminder.

Children are happy and well supported in the childminder's care. They play together and share toys. The childminder has high expectations with regard to children's behaviour. Children are beginning to manage their own feelings. When children struggle with regulating their behaviour, the childminder takes appropriate action to support them.

Children initiate their own fun games and seek out opportunities to laugh and giggle. For example, they spontaneously select toy spoons and food from the role-play area, pretending to balance the food on the spoons. This soon becomes a race where the children run up and down, balancing the food. They squeal with delight and help each other when the object falls off the spoon.

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

- The childminder gathers detailed information about children before they start and during their time with her. She spends time meeting with all parents and their children, including those with special educational needs and/or disabilities. This enables the childminder to discuss and observe children so that she can adapt her care in order to meet their individual needs. As a result, she plans a stimulating and appropriately challenging curriculum based on their individual circumstances and interests.
- The childminder is keen to develop children's language skills. For example, she introduces children to new words during play, such as 'spatula' when children spread glue. However, at times, she asks questions without giving children enough time to respond. Additionally, she does not consistently model the correct pronunciation of words for children to hear.
- Children get to know their local community as they visit the park in good weather. However, the childminder does not consider how she can maximise children's learning outdoors in all weathers. For example, she provides less

opportunity for children to play and learn outdoors during colder or wetter weather.

- The childminder shares information with parents about their children's learning and development. She gives parents daily verbal feedback and sends them photos of their children engaged in activities. The childminder gives parents ideas of how they can support their child's learning at home.
- The childminder has created well-defined routines that help children to feel at ease and self-assured. Children are independent. For instance, they prepare for snack time by washing their hands and getting their water bottles. The childminder has established trust with children, who feel secure and respond positively to her guidance.
- The childminder promotes children's good health. She works closely with parents to ensure children are provided with healthy snacks and lunches. The childminder and the children sit together and share social time, chatting about their likes and dislikes and what they have done at home with their parents. The childminder ensures that children wash their hands before eating food and after using the toilet. This supports children to have a healthy lifestyle.
- The childminder uses the interests of the children to plan engaging activities to build on children's learning. For example, children enjoy learning about how their bodies work as they listen to their heartbeat using a toy stethoscope. Children pretend to use toy doctor's equipment to give 'injections' and check the childminder's blood pressure.
- The dedicated 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, stating that their children run into her arms when they arrive and that the childminder offers love, support and advice. They say the 'home-from-home setting is fantastic'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe. She is alert to the signs that a child might be at risk. The childminder understands the policies and procedures she must follow if she has a concern. The childminder is confident in the action to take if an allegation is made about her. She implements risk assessments to ensure children play safely at home and during trips. The childminder teaches children about the importance of road safety. Children attentively follow her guidance, which helps to keep them safe during outings.

What does the setting need to do to improve?

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

- develop teaching strategies to support children's language skills, ensuring they hear the correct pronunciation of words and have time to respond to questions
- extend the opportunities for children to play and learn outdoors in all weathers.

Setting details

Unique reference number	116381
Local authority	Buckinghamshire
Inspection number	10304922
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 February 2018

Information about this early years setting

The childminder registered in 1994. She lives in Amersham, Buckinghamshire. The childminder provides care Monday to Friday, from 8am to 6pm, for most of the year. The childminder holds a relevant qualification in childcare and education 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 showed the inspector their premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector completed a learning walk tour together to discuss intentions for children's learning and the curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents provided the inspector with written feedback.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder.

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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