

Childminder report

Inspection date: 29 January 2024

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 enjoy their time in the care of the nurturing and attentive childminder. They demonstrate that they feel safe and secure in her care as they confidently explore the childminder's well-resourced setting. For example, young children show high levels of enjoyment and concentration as they sort different coloured stones. They enjoy the feel of the smooth stones and are beginning to identify colours. This helps children to become confident learners and promotes their self-esteem and independence effectively.

The childminder is enthusiastic in her role of caring for children. She plans a curriculum that matches children's current interests and stages of development and regularly observes their progress. This enables her to close any gaps in their learning and development. Consequently, children make good progress from the outset.

The childminder listens and responds intently to young children's chatter as they learn to communicate with her. For example, the childminder engages children as they begin to recognise the different fruit in the 'The Very Hungry Caterpillar' book that she reads to them. Children relish the praise and encouragement that they continually receive from her. This positively contributes to their pride, emotional well-being and enhances their developing vocabulary successfully.

The childminder has high expectations of children's behaviour. She gently teaches children the importance of sharing resources and to say please and thank you. This helps children to be considerate to others and teaches them good manners.

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

- The childminder supports children to develop their early mathematics skills very well. For instance, she weaves counting into activities and stories, so that even the youngest children gain an early understanding of number sequence. This supports children's ongoing learning successfully, ready for their eventual move on to nursery and school.
- The childminder promotes children's speech and language development efficiently. She consistently narrates their play and chats to them about topics that they are interested in. Furthermore, the childminder sings songs and reads to the children on a regular basis. This supports children's emerging language development and helps them to develop a love of stories and books.
- Overall, children are engaged and enjoy the activities that the childminder plans for them. However, very occasionally, the childminder does not consider other distractions in the environment. This means, on occasion, intended learning does not consistently take place.

- The childminder supports children's understanding of the world they are growing up in well. For example, they visit the library, go on nature walks and meet up with other local childminders who have children of similar ages. Children see different places and meet new people which helps them to make important connections with others. In addition, children benefit from fresh air and exercise every day. This helps to strengthen their small- and large-muscle development and supports their overall well-being effectively.
- The childminder wants children to play in a safe and secure environment and has established good routines. For example, children learn to keep the environment safe and tidy as they put away toys and wash their hands after playing outdoors. However, the childminder does not consistently give explanations as to why routines such as these are important. This means that children do not consistently gain an understanding as to why certain rules are in place.
- The childminder supports children's independence and self-care skills very well. For instance, with the support from the childminder, young children learn to wipe their noses, feed themselves at mealtimes and have a go at putting on their own boots. This promotes children's personal development effectively, ready for their next step in their learning and development.
- Parents speak highly of the childminder and the care their children receive. They comment that they are kept informed regularly about their children's day-to-day activities and progress. The childminder works collaboratively with parents to support their children's development and learning. For example, she works with parents to support children's behaviour management in an age-appropriate manner.
- The childminder ensures that she keeps her knowledge and skills up to date. She completes ongoing professional development courses and evaluates her setting through her own reflective practice. Furthermore, she works in partnership with her local authority, nursery and school. This helps her to support the individual needs of all children and their families efficiently.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- take more account of the impact of distractions when planning adult-led activities, to ensure intended learning can consistently take place
- provide more support for children to help them gain an understanding as to why

rules are in place.

Setting details

Unique reference number	EY405544
Local authority	Buckinghamshire
Inspection number	10308304
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 8
Total number of places	8
Number of children on roll	14
Date of previous inspection	6 March 2018

Information about this early years setting

The childminder registered in 2010. She lives in Hazlemere, Buckinghamshire. The provision operates Monday to Thursday from 8am to 6pm, all year round. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katharina Hill

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 childminder.
- The inspector observed the implementation of the curriculum during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the views of parents provided on the day of 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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