

Childminder report

Inspection date: 23 May 2024

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Children have secure bonds with the childminder, who is kind and nurturing in her approach. The childminder ensures that children have a safe environment to play in and explore. For example, they enjoy playing in the childminder's garden and use the equipment and resources provided. Children show good levels of engagement and enjoyment in their self-chosen play as they push their baby dolls in their prams around the childminder's garden.

However, not all activities on offer are matched appropriately to each child's level of development and, as a result, children struggle with some of the concepts being taught. For example, children are encouraged to decorate bottles with their first name. The childminder gives the children art and craft materials, such as capital letter stickers. However, children struggle to do this as they cannot recognise the letters without help from the childminder. The childminder does not have a secure understanding of what children know and can do to build further on their ongoing learning and development.

Additionally, the childminder does not plan her curriculum effectively so that the intended learning takes place. For instance, during adult-led activities she is not successful in delivering what she has planned to teach. Despite this, children demonstrate that they enjoy some of the activities the childminder provides. They relish the praise they receive from her during play and routines, which helps them to build a sense of pride and achievement in their own abilities.

The childminder is a good role model and prompts children to say please and thank you. This helps children to learn good manners from an early age.

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

- Although, the childminder has attended some training to keep her knowledge up to date, it has not given her the skills and knowledge she needs to plan her curriculum effectively. This has a negative impact on her teaching skills and her understanding of how children learn and develop. While she understands the importance of challenging children, she does not plan activities effectively to hold children's interest and make sure that the intended learning takes place. At times, some children become disengaged and their learning needs are not met. This does not help children to gain all the skills they need in their ongoing learning and development.
- The childminder has a good understanding of how to support children's communication and language skills well. For example, she reads stories to the children and sings song with them. Children learn new words and their meaning, extending their range of vocabulary further.

- The childminder promotes children's understanding of the world they are growing up in efficiently. For instance, children enjoy a variety of outings with the childminder. They visit local parks, the library and attend social groups. Children see different places and meet new people, which helps them to make important connections with others.
- The childminder ensures that children have plenty of fresh air and exercise to strengthen their growing muscles. They benefit from daily exercise, playing in her garden or taking part in indoor exercise, such as dancing to action songs. This supports children's physical well-being effectively.
- There are inconsistencies in the arrangements to promote children's behaviour. Although the childminder forms positive relationships with all children, she does not always give them clear guidance on the importance of following certain rules and instructions. In addition, she does not fully support the children to resolve conflict with their peers. This means, children do not consistently learn the importance as to why certain rules are in place and how to resolve disagreements. This has a negative impact on their developing social skills.
- The childminder successfully promotes independence skills. For example, children are encouraged to wash their hands before mealtimes, put on their own shoes and wipe their noses independently. This supports them with their ongoing personal development, ready for their next stage in their learning and development.
- Parents report that they are happy with the care that the childminder provides. She shares information with them about what their child has been doing and works in partnership with parents. For instance, the childminder shares relevant information with parents to support the children with their independence skills at home.

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:

- improve knowledge and skills needed to be able to plan and implement an educational programme that is coherent, sequenced and builds on children's individual learning needs
- provide more support for children to understand the expectations and rules in place and help them to resolve conflict in an age-appropriate manner.

Setting details

Unique reference number	116506
Local authority	Buckinghamshire
Inspection number	10339159
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 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	3 July 2018

Information about this early years setting

The childminder registered in 2000. She lives in Holtspur, Beaconsfield in Buckinghamshire. She cares for children on Monday, Tuesday and Thursday from 7.30am to 6pm and on Friday from 7.30am to 12.30pm, all year round, except for family holidays. The childminder holds a relevant qualification at level 3. She 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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