

Childminder report

Inspection date: 13 June 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in this home from home setting. The childminder knows and meets the children's needs well. Children confidently discuss and choose what they would like to do. This helps children to spend extended periods of time at activities. For example, children use their imaginations and concentrate as they wrap dolls in blankets for sleep time. They enjoy pushing dolls in prams around the garden.

The childminder has high expectations for children. They understand what is expected of them and behave well. The childminder is a good role model and provides consistent praise to the children. She gives gentle reminders to children about their manners. Children show that they understand the rules of the setting. After playing with toys, they happily tidy away before taking new ones out.

Children learn to be independent in preparation for school. For example, children are encouraged to put away their coats and shoes as they arrive. They are supported to manage their personal care routines, such as washing hands before eating and understand why this is important.

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

- The childminder plans an effective curriculum, that takes into account children's interests. She knows children well and plans activities to help them progress with their development. She attends regular training to update her skills and knowledge and further extend her professional development. However, although the childminder recognises that children have access to technology in their home lives, she has not yet thought about how she can support children to stay safe online.
- The childminder uses her observations and knowledge of individual children to plan experiences that support them to develop and build on existing skills. For example, children show a keen interest in creative activities. The childminder provides children with a wide range of resources to use. She supports them to use scissors safely and effectively. Children proudly show how they can cut paper and chatter happily as they create their pictures. This supports children to build fine motor skills in preparation for early writing.
- Children's communication and language is supported well. The childminder talks to the children, asking them questions and giving them time to think and respond. Children learn new vocabulary. For example, whilst looking at a book, the childminder points out and talks about different parts of the animal such as the pig's snout. The children repeat these words as they look at the pictures.
- The childminder supports children's personal, social, and emotional development well. She adapts her approach to meet the age and needs of the children. If

children are struggling with managing situations, she takes time to sit and talk to the children and offer them reassurance. This supports children to understand and manage their emotions appropriately.

- Children's physical development is supported through a wide range of activities to help them gain new skills. The childminder plans exciting trips and activities for the children on a regular basis. For example, trips to a forest school provide opportunities for children to climb and explore. Children talk about going on bug hunts and digging in the mud. This helps children gain new skills and learn about the world around them.
- The childminder provides regular feedback to parents. She keeps them updated on their child's progress and the benefits of activities that they can do at home. Parents comment that they like the wide range of activities that the childminder plans and provides for the children. They report that they feel happy and content with the care and support provided for their children.
- The childminder supports children to lead a healthy lifestyle. She talks to the children about having a varied diet and discusses the benefits of eating healthily. The childminder prepares healthy lunches and home-cooked meals for the children. She takes the children on regular trips to enhance their learning and experiences. For example, children enjoy regular trips to a local farm. They learn about the different animals and explore a range of equipment to develop their physical skills.

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:

- help children gain an early understanding of online safety and to know when they might be at risk as their use of technology increases in the future

Setting details

Unique reference number	107852
Local authority	Buckinghamshire
Inspection number	10339301
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 July 2018

Information about this early years setting

The childminder registered in 1994. She lives in Chalfont St Giles, Buckinghamshire. She cares for children from 8.00am to 5.30pm, Tuesday to Friday, during term time and school holidays. The childminder holds an appropriate childcare qualification. The childminder provides funded early education for two-, three-, and four-year-olds.

Information about this inspection

Inspector
Nicky Butler

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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024