

# Childminder report

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Inspection date:

25 February 2020

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The childminder uses her excellent knowledge and experience to create a rich and inspiring environment where children thrive. She plans a wide range of exciting activities, indoors and outdoors, that encourage children to explore and build on their existing knowledge. The childminder provides children with an excellent range of freely accessible toys and resources. Children are happy and settled and, as a result, their behaviour is exemplary. They are highly engaged in their play and learning.

Children are confident and clearly express their thoughts and ideas to the childminder. The childminder engages children in meaningful conversations to extend their communication skills. She values what the children have to say and gives enough time for them to think and respond to questions. The childminder's excellent teaching highly motivates children to remain involved, focused and engaged in all activities. The childminder skilfully supports children to develop their thinking skills. For example, when blowing bubbles outside, she questions children about how bubbles are made, encouraging them to think for themselves. She refers to the wind and questions, 'What will happen to the bubbles if the wind blows?', and children enthusiastically answer, 'They will blow away.'

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

- Parents hold the childminder in high regard. Their feedback is highly positive. Some report that they could not imagine leaving their children with anyone else. Others value the childminder's extremely calm approach and ability to help their children learn new skills. The childminder offers parents extensive feedback about their children's progress and seeks their views on the quality of her service. She routinely shares children's learning experiences with parents. For example, she sends them videos of children as they learn new skills. The childminder regularly shares training ideas with parents, such as how to keep children safe online.
- The childminder places a sharp focus on developing children's independence. Children have opportunities to challenge themselves, take risks and learn important life skills to prepare them for their next stage in learning. For example, in the outdoor area, children collect their own resources and direct their own play using a selection of different tools. The childminder supports children exceptionally well to develop their self-care skills, so they can independently manage their own personal needs. Children are confident and independent learners.
- The childminder takes every opportunity to help children to learn about keeping themselves and each other safe. Children learn about eating food carefully and playing safely and harmoniously together. For example, older children help

toddlers to climb stairs and walk safely. All children show that they feel extremely safe, confident and motivated to explore and learn.

- The childminder is an excellent role model. She is extremely calm, caring and nurturing towards children. This helps them to develop high levels of self-esteem. The childminder patiently helps children to develop tolerance and an understanding of other children's needs from a very early age. As a result, children display high levels of consideration towards each other. For example, older children thoughtfully check to see if toddlers are happy while they play.
- The childminder is highly committed and passionate towards maintaining her excellent provision. She meets with other childminders to share high-quality practice and discuss new ideas. The childminder diligently updates her skills and knowledge using online research and training webinars. This enables her to stay up to date with current developments in childcare and education.
- The childminder skilfully extends children's early literacy skills by providing a language-rich environment. Children are developing a clear love of books. They listen intently to the childminder's exciting storytelling and confidently choose books for themselves. Even toddlers new to the setting attempt to join in. The childminder makes excellent use of stories to capture and engage children's interests. For example, when reading a story, she asks what is happening in the pictures and gets older children to consider what might happen next. Children excitedly respond when they know the answers. Older children understand that print carries meaning as they enthusiastically try to read stories to toddlers.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder places the highest priority on children's safety. She has a comprehensive understanding of her role in child protection. The childminder keeps up to date with all safeguarding training and, as a result, has excellent and informative knowledge. She has a clear understanding of the signs and symptoms which could indicate a child is at risk. She knows what procedures to follow to protect children from harm.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 141649                                                                            |
| <b>Local authority</b>                             | Milton Keynes                                                                     |
| <b>Inspection number</b>                           | 10136274                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 5 January 2016                                                                    |

## Information about this early years setting

The childminder registered in 1981. She lives in Springfield, Milton Keynes. The childminder offers care Monday to Friday, from 7.30am to 5.30pm, for most of the year. The childminder accepts funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Kate Robertson

### Inspection activities

- The inspector held a number of discussions with the childminder throughout the inspection.
- A range of documentation was sampled, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- A joint observation of an activity was evaluated by the childminder with the inspector.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- During the inspection the inspector spoke to and interacted with the children. The inspector took account of the views of parents through written feedback.

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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