

Childminder report

Inspection date:

24 February 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children show that they feel extremely safe and secure with the childminder and her assistant. They move around the childminder's home with great confidence. Quieter children respond extremely well to the childminder's skilful and highly effective encouragement to express their thoughts and ideas. Children beam with pride as they receive praise for what they do.

Children show very high levels of engagement in their play and learning. They benefit from a curriculum that is planned and delivered by a very knowledgeable and highly skilled childminder. Children take part in a range of activities that, as well as being fun, build consistently on what they already know and can do. As a result, they make excellent progress and develop a very positive view of learning. Children were delighted to tell the inspector all the things they had learned about caring for, and about staying safe around animals.

Children's behaviour is exemplary. Children of different ages show care and concern for each other. They share resources and help with tasks, such as preparing the table for snack time. Children listen to the childminder and know what is expected of them. For example, very young children go and find aprons without being asked when offered the opportunity to paint.

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

- The childminder has a superb understanding of her role in supporting children's learning. She clearly and precisely identifies what she wants children to learn next. The childminder identifies the skills she wants to promote through all her interactions and also the skills she can teach through specific activities. For example, when planning activities, she plans the precise words she wants to introduce to extend children's vocabulary, and the precise skills she wants to teach about mark making.
- Children of all ages can take part and learn from the same activities. The childminder plans extremely well for their different ages and stages of development. This means that each activity is adding real value to children's learning. For example, when planning, the childminder identifies the language she wants to use with younger children and the language she is going to introduce to older children.
- The childminder sequences learning extremely well. She explains what children are going to be doing and works out if there is any more information they need to know before they start. For example, children can remember lots of features of cats but cannot quite remember where whiskers are on cat's heads. The childminder and children look at pictures to find the answer. This means that when children begin painting, they have the knowledge they need to create an

accurate picture of a cat.

- Younger children delight in all the opportunities available to them. The childminder maximises opportunities to extend children's language skills. She carefully plans a programme of story and singing times, and makes excellent use of spontaneous opportunities to build on children's growing knowledge of different songs. Very young children show that they are building an impressive repertoire of familiar songs. They hear songs playing and show that they remember by demonstrating the actions.
- Children take real pride in their achievements. Younger children beam with pride when the childminder tells them how clever they are for remembering the words 'hat' and 'banana'. Older children are proud that they can explain how to stay safe on walks, why they wear high-visibility jackets and how to cross the road safely.
- The childminder and her assistant make excellent use of care needs to build warm bonds with children. The childminder does not hurry nappy changing. She knows that this is an important time to build bonds. Children thoroughly enjoy these times to laugh and smile with the childminder. They offer big hugs at the end.
- Parents are full of praise for the childminder. The partnerships between them and her are professional, trusting and extremely beneficial to children's learning. For example, parents explain to the inspector how the childminder has helped them understand the link between children being able to thread beads and manipulate dough and having the skills for later writing. This means that parents are extremely well placed to support further learning at home.
- The childminder is very well qualified. She has in-depth knowledge of how children learn. However, the childminder continues to seek out new training opportunities to extend her excellent teaching skills further still. She is very effective in ensuring her assistants have the skills and knowledge they need to carry out their roles as effectively as she does hers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure understanding of her safeguarding responsibilities. She is able to recognise the signs that a child may be at risk of harm or neglect. The childminder has a detailed knowledge of how to share these concerns, to keep children safe. The assistants undertake regular safeguarding training and show the same secure understanding of safeguarding as the childminder. For example, they understand the potential risks to children of being exposed to extreme or radical ideologies.

Setting details

Unique reference number	2518100
Local authority	Buckinghamshire
Inspection number	10207947
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Radnage, Buckinghamshire. The childminder offers care Monday to Friday from 8am until 6pm, for most of the year. She holds an appropriate childcare qualification equivalent to level 6. The childminder works with two registered assistants.

Information about this inspection

Inspector

Sarah Holley

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 inspector and the childminder discussed the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- Parents shared their views and the inspector took these into account.
- The childminder provided samples 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.

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