

Childminder report

Inspection date:

26 May 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 curiosity and interest as they explore the vast range of enticing learning opportunities on offer. The curriculum that they follow encourages them to take time to observe and learn from the wonders of nature. They have a great sense of freedom and can explore the outdoors with purpose and confidence. Children learn about being caring and responsible. They take great delight in looking after the pet tortoise and know what he likes to eat and how you must take care when handling him. Children learn about life cycles and closely study tadpoles, which they know will turn into frogs. Using a book with photos, they compare their tadpoles to the images and explain that next, their tadpoles will grow legs as they evolve into frogs. Children show their exceptional communication and language skills. Very young children use an extensive range of words, which means that they can make themselves and their needs understood. Older children engage in conversation where they talk with authority about the things that interest and excite them, such as dinosaurs.

Children demonstrate high levels of emotional literacy and resilience. They talk about their feelings as they play together. Children can name their emotions. Therefore, if they encounter something they are unhappy about, they have the vocabulary to describe how they are feeling and resolve any small disputes.

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

- The childminder has a very well-planned curriculum for children that focuses on helping children to explore and appreciate the natural world and to learn about themselves and their feelings.
- The childminder effectively introduces children to technology. For example, she uses electronic devices to play film soundtracks. Children use the music as inspiration in their play and make ice towers and snowmen as they sing along. The childminder appreciates the importance of teaching children about safety when using electronic devices.
- The childminder prepares children exceptionally well for moving on and starting school. She works closely with staff from the local school and understands how to prepare children for their future learning. For example, the childminder knows that children will need to recognise cursive writing, so she focuses on supporting children to recognise individual letters. Then, she introduces them to letters that have flicks for joined-up writing.
- Children's behaviour is excellent. The childminder is very responsive to children's changing moods and emotions. Her timely interventions effectively help children to channel their energy in positive ways.
- The childminder's gentle and caring approach supports children's personal, social and emotional development extremely well. When young children wake up from

sleeping, the childminder knows that they need time to cuddle up before they are ready to play.

- All children are welcome in this inclusive and caring environment. Children know about each other's differences and understand the special considerations in place. For example, they understand about physical support aids or when children need a special diet.
- Children experience high levels of risk and challenge as they play. They climb the ladder to the tree house, explaining how to do so safely by holding on with two hands, one step at a time. This shows how they are learning to keep themselves safe.
- The care that the childminder provides for children with special educational needs and/or disabilities is exceptional. Parents discuss the significant impact the childminder has on their children's lives. She welcomes children into her warm and affectionate care, and they positively flourish.
- The childminder is reflective and has undertaken extensive training to enhance her knowledge. She puts this into practice, constantly evolving the environment to meet children's needs. For example, she has recently attended a training course to support her to introduce more opportunities for mathematical learning in the outdoors.
- The childminder is highly organised and has a superb relationship with parents who praise the excellent care that their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very clear understanding of safeguarding issues. She can identify indicators that children might be at risk of harm. Using her policies and procedures for guidance, she knows precisely what action to take if she needs to refer concerns to the local safeguarding children partners. The childminder understands about her local area and how external factors can place children at risk. The childminder supervises children as they play but, knowing children's individual competence and abilities, allows them to assess some risks for themselves. They do so with great confidence.

Setting details

Unique reference number	2518412
Local authority	Buckinghamshire
Inspection number	10207963
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	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Ickford. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder supports a number of children with special educational needs and/or disabilities. The childminder provides free funded early education for children aged three and four years old.

Information about this inspection

Inspector

Hayley Marshall-Gowen

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 discussed the intent of the curriculum, observed its implementation during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector talked to the childminder and children at suitable times throughout the inspection.
- During the inspection, the inspector spoke with parents on the telephone and took account of their views.

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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