

Childminder report

Inspection date: 19 January 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 demonstrate superb attitudes to their learning. They are confident and happy learners and they quickly become absorbed in their activities. Children benefit from highly effective learning opportunities to help them use their prior knowledge. For example, when making soup for their friends and family, they remember how to hold the knife safely to prepare vegetables. Children benefit from precise teaching to help them extend their knowledge. For instance, they learn about which materials conduct heat. This helps them to decide whether a wooden or metal spoon is best to stir hot soup in the pan. This gives children high level skills and knowledge that they can use in their future learning.

Children develop exceptional relationships with the childminder. Their interactions with her demonstrate that they feel happy, safe and secure in her care. Children interact enthusiastically with the childminder, asking her to join in with their play. They delight in imaginary play, where they precisely count out coins from their purse to make purchases in the shop.

Children develop excellent mathematical skills for their age and stage of development. They confidently express their ideas using their growing vocabulary when comparing the size and shape of vegetables for their cooking activities.

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

- The childminder has a superb understanding of how to deliver the curriculum. All of her interactions with children are extremely effective. They support her vision for promoting children's independence and confidence to try and do things for themselves. Children deepen their knowledge and develop their skills to help them manage many aspects of their own care and learning. For example, they lay the table and clear away at meal times. They fetch and pour drinks for others. Children decide they should use equipment they are familiar with, such as the sand timer, to help them time how long they should cook their soup. These skills equip children for their future lives.
- The childminder skilfully plans a range of outstanding activities, which help children to become engrossed in their learning. Children demonstrate excellent attitudes. They concentrate and solve problems superbly. For instance, children use socks to make clothes for their dolls. They use non-standard measure to identify where holes are needed for arms and legs. They test out their ideas. Children are delighted when they are successful.
- Children develop an exceptional understanding of how to lead a healthy lifestyle. The childminder sequences the curriculum meticulously. This helps to give children the knowledge and skills they need to help them make healthy choices. For example, children talk about the importance of regular washing. They buy

toothbrushes from the 'shop' and learn about the importance of oral hygiene. Children discuss the health impact of foods, such as chocolate. This gives them the knowledge they need to be able to make their own choices.

- The childminder provides an exemplary range of opportunities for children to learn about other cultures and communities. For example, during cooking activities, she helps children to compare the different methods that people may use to carry their shopping in different countries. Children learn that people may use trolleys, bags, carry foods in baskets on their head, or use a carrying pole. Children are interested to find out differences between themselves and others. They re-enact what they have learned in their imaginary play.
- The childminder liaises superbly with other settings that children attend. For instance, she builds positive partnerships and excellent channels of communication with staff at other settings. This enables her to share and gather information about children's development. This promotes consistency in support for children's learning at the highest level.
- The childminder is a highly effective practitioner. She develops her own subject knowledge, such as by reading about child development. She implements strategies that she has learned to help her ensure her interactions are at the highest level. The childminder identifies areas where she can further develop the curriculum. For example, she has plans to develop an allotment area, so that children learn about where fruit and vegetables come from. This will help extend their understanding of how to lead a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of local safeguarding partnership procedures. She has a robust knowledge of signs and symptoms of abuse and wider safeguarding issues. This helps her to identify any potential risks to children's welfare. The childminder takes proactive steps to strengthen her safeguarding knowledge further. For example, she has completed her own research of extreme views and behaviours. The childminder has completed robust risk assessments of her home to ensure that it is safe and suitable for children's care. She has considered risks to children very well and has taken prompt action to minimise these.

Setting details

Unique reference number	2535649
Local authority	Buckinghamshire
Inspection number	10215198
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	0 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Aylesbury, Buckinghamshire. She provides care Monday to Friday, term time only, from 7.30am to 6.30pm. The childminder accepts funding for the free provision of education for children aged two, three and four years. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector had a tour of the parts of the childminder's home that children use.
- The inspector observed the childminder's quality of teaching, and both jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector took account of the written views of parents.
- Children talked to the inspector about their learning and their favourite activities.

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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