

Childminder report

Inspection date:

8 November 2021

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 develop superb bonds with the childminder. She seeks all available information about children's learning and care before they start attending. This means that she has an exceptional understanding of them as unique individuals.

Children benefit from the childminder's highly attentive practice. For example, the childminder positions herself as a secure base from which new children can explore the highly-stimulating environment. Children begin to have the confidence to investigate toys, such as cars and the imaginative play kitchen. They return for comfort and cuddles. This helps children to settle in swiftly and happily.

Children are highly-motivated learners. They are eager to explore their environment. For example, children show an interest in the childminder's guitar. They watch and listen to her intently, learning how to strum the strings. Children benefit from the childminder's outstanding knowledge of child development. For instance, she consistently gives them age-appropriate explanations to develop their knowledge and skills further. Children learn the names of instruments, such as castanets and bells, in different languages. They learn how to hold and move instruments in different ways to change the sound they make. Children smile with delight as they use their instruments to accompany songs that they sing.

Children who speak English as an additional language develop an exceptionally strong foundation for their future learning. The childminder uses her own ability to speak multiple languages fluently, to help promote children's ability to communicate with others.

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

- The childminder reflects on her practice exceptionally well. She is eager to extend her already outstanding knowledge of child development. For example, the childminder seeks highly effective professional development opportunities to increase her own knowledge. This is helping her to continue to ensure that her interactions with children are of the highest quality.
- The childminder has a superb understanding of how to support vulnerable children. For example, she identifies areas where there are barriers to children's learning. The childminder uses funding from the local authority exceptionally well to improve opportunities for children to develop their skills in these areas. Children now enjoy a variety of opportunities to develop their physical skills and explore using their senses, using resources that the childminder has purchased for her own garden.
- The childminder has an excellent knowledge and understanding of the impact of the COVID-19 pandemic. She recognises that some young children have not

developed relationships with children and adults outside their own household. As a result, she has actively developed links with other local childminders, and increased opportunities for children to meet to learn and play with their peers. This is helping to develop children's confidence and personal and social skills.

- The childminder has an exceptional understanding of children's learning needs. She operates a fully inclusive setting and has high expectations for all. Children who speak English as an additional language make exceptional progress. The childminder's interactions with children are of the highest quality. For instance, she recognises the importance of developing strong foundations in children's home language. The childminder speaks to children in their home language and in English during their play. She uses gesture and visual support to enhance their understanding. Children respond to the childminder superbly. They demonstrate a secure understanding in their home language in relation their age and they also begin to communicate in English.
- The childminder supports children's behaviour exceptionally well. She has researched how to support children when they encounter difficulties. This is helping her to judge when to step back and when to intervene to help children. The childminder supports children sensitively when they encounter difficulties which may lead to frustration, for example when they solve problems and learn how to rotate discs to place them on top of each other.
- The childminder develops highly successful partnerships with parents. She builds outstanding relationships with them from the outset. The childminder recognises the importance of her role in helping parents to support their children's learning. For example, she uses her own knowledge to explain to parents how changes to the ways they soothe children can have a positive impact on their language development.
- The childminder helps children to develop an excellent understanding of themselves and others. She organises a rich range of opportunities for children to learn about themselves and their community. Children enjoy learning about celebrations in different cultures. The childminder helps them appreciate differences, for example in the languages they speak. This becomes a fundamental part of their experience in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of local safeguarding issues. She ensures that her knowledge is up to date, and applies this very well to help keep children safe on outings in the local area. The childminder has a superb knowledge of signs and symptoms of abuse. She has an excellent understanding of local safeguarding partnership procedures for reporting any potential concern about children's welfare. The childminder completes robust risk assessments to ensure that her home is safe and suitable for children. For example, she makes adaptations to outdoor play equipment to ensure that it is suitable for children's age.

Setting details

Unique reference number	2555188
Local authority	Milton Keynes
Inspection number	10209762
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Newport Pagnell, Buckinghamshire. She offers care from 8am to 3pm, Monday to Friday, throughout the year.

Information about this inspection

Inspector

Lisa Dailey

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the childminder's quality of teaching, and they jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector spoke to parents and considered 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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