

Childminder report

Inspection date: 31 October 2023

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

This dedicated and extremely professional childminder has created a wonderful home-from-home environment in which every child thrives. Children make outstanding progress in their development across all areas of learning. The childminder has created an exceptionally well-structured curriculum that is expertly designed around their unique interests and abilities. The childminder nurtures children's curiosity and eagerness to learn through experiences that promote discovery and exploration. For instance, children are intrigued to examine a real-life spider in the garden. They delight in making links to the songs the childminder has been teaching them. Children practise using new vocabulary, such as 'minute' and 'tiny', to describe the spider's size. The childminder encourages them to engage deeply in conversation and discussion. She expertly promotes their communication and language development through back and forth interactions, expanding their vocabulary and encouraging their critical thinking skills.

The childminder is exceptionally nurturing and loving. She places children's emotional well-being at the heart of her curriculum. The childminder sensitively meets each child's individual needs and children go to her for cuddles whenever they need one. She has established close bonds with each child, in order that they feel safe and secure in her care. Her approach to supporting positive behaviour is exemplary. The childminder skilfully plans experiences that provide opportunities for children to develop their social skills and practise sharing and turn taking as they form relationships with one another. As a result, children demonstrate kindness, compassion and empathy towards their friends.

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

- The childminder is an excellent role model. Her playful and enthusiastic approach inspires children to be creative and imaginative, as she joins in and fully immerses herself in children's play. For instance, children work together to explore the endless creative possibilities that they could use a crate or a magnetic block for. They pretend the crates are vehicles and platforms. They talk about the 'rockets' and 'tunnels' they have designed with magnetic blocks and deeply engage in these imaginative experiences. The childminder follows their lead while skilfully ensuring that every moment is a rich and meaningful learning opportunity.
- The childminder understands the incredible importance of teaching children to express their own feelings and emotions. She weaves this into her teaching and everyday interactions. For example, the childminder talks to children about being gentle as they play together, and children have opportunities to talk about how they feel and express themselves. As a result, children feel valued and develop confidence as the childminder has the utmost respect for their individual views

and feelings.

- The childminder provides wonderful opportunities for children to understand the world around them. They learn about the diversity of the communities in which they live and roles of people who help us. For instance, she arranged a visit to the setting from a local dental nurse. This allowed children to explore the different equipment they might encounter when they go to a dental surgery. They develop their knowledge of different professions and gain important understanding of why we go to the dentist and how to keep teeth healthy.
- The childminder places the utmost importance on encouraging children's independence. She includes children in daily routines, giving them important tasks to be helpful, such as preparing the table for lunch. The childminder gives young children the time they need to put on their own shoes and complete the tricky task of zipping up their coats before going outside. Children take immense pride in their efforts and achievements, which boosts their confidence and self-esteem.
- The childminder has formed outstanding partnerships with parents. She gets to know each family she works with extremely well. The childminder takes a proactive role in keeping parents informed about their child's learning and development. She provides regular in-person meetings to discuss their child's progress and shares valuable guidance, support and ideas to continue children's learning at home. For instance, she suggests books to read that link to children's interests and experiences. Parents have overwhelming praise for the childminder and the extremely important role she plays in their children's lives.
- The childminder is a highly reflective practitioner who consistently seeks ways to improve and enhance her childcare provision. She undertakes a wealth of training and research to continue her own professional development to the highest level. For instance, she reflects on training that she has undertaken in curriculum planning. This has supported her to adapt her routines, environment and provision to specifically meet the learning needs and next steps of the children she cares for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's commitment to safeguarding children is of the highest priority. Her responsibility to keep children safe is fully embedded in her practice. The childminder is dedicated to keeping her child protection knowledge up to date. She regularly updates her training and has excellent knowledge of her local safeguarding partnership procedures. The childminder has clear procedures in place for recording and reporting concerns. She knows the signs that might indicate a child is at risk of abuse or harm. The childminder has assessed risks in her home to ensure that hazards are minimised and supports children to understand how to keep themselves safe. For example, she regularly practises evacuation procedures and talks to them about the importance of hygiene routines.

Setting details

Unique reference number	2636723
Local authority	Buckinghamshire
Inspection number	10301652
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 2
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Aylesbury, Buckinghamshire. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector

Alice M Roberts

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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder discussed her curriculum with the inspector and explained her intentions for children's learning.
- The childminder showed the inspector all areas of her premises, and they discussed how the childminder ensures that the premises are safe and suitable.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed written testimonials from parents.

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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