

Childminder report

Inspection date: 29 January 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of this inspirational, dedicated and passionate childminder. Children demonstrate strong, trusting relationships with the childminder. They are highly motivated to learn and use their imaginations effectively. For example, children delight in exploring creative materials. They are given plenty of time to explore and develop their own ideas. They demonstrate high levels of self-control as they persevere with activities and refine the skills they have been taught, such as controlling and cutting with scissors. The childminder reassuringly encourages children to keep trying and talks them through the process to help them to succeed. The childminder's skilful interactions are of a consistently high quality. This challenges children to make rapid progress, ensuring they reach their full potential and are well prepared for the next stage of their education.

The childminder has highly ambitious goals and inspires children's awe and wonder. She knows the children extremely well and builds on what they already know and can do. She has created a purposeful, language-rich environment. The childminder consistently plans the environment to capture children's interests and growing skills. This helps to promote children's independence, curiosity, enjoyment and positive sense of self. For instance, she supports children to learn about each other's home languages. Children gain a superb understanding of what makes them, and their families, unique. Young children are extremely confident communicators. They show that they feel emotionally secure and safe in their surroundings. The childminder has high expectations of children's behaviour and is a wonderful role model. She constantly promotes positive behaviour, manners and politeness. In turn, children are always respectful and display exceptional behaviour. This builds their self-esteem and confidence enormously. Children make excellent progress, in particular those children who speak English as an additional language.

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

- The experienced childminder has extensive knowledge and understanding of how children learn. She plans her curriculum to extend children's individual learning. Children show impressive independence skills and high engagement levels during all activities.
- The childminder's interactions with children are particularly strong and the support for children's communication and language is outstanding. For example, the childminder consistently uses every opportunity to model words or useful sentences. She introduces new vocabulary, such as 'cocoon', and encourages children to use these words during conversations. Consequently, children are excellent communicators and speak confidently using complex sentences. They are eager learners and demonstrate positive attitudes to their learning.

- The childminder understands the importance of children developing their fine motor skills in preparation for writing. For example, children manipulate small objects and play dough and use tool or various hand movements to strengthen their muscles. Furthermore, children confidently hold pens with the correct grip to make patterns and draw recognisable letters of their name.
- The childminder prioritises children's self-care abilities . She skilfully teaches children how to maintain their personal care and hygiene. For example, young children learn how to blow their own noses. Children develop an excellent understanding of how to look after their own bodies and how this contributes to their good health.
- The childminder has established extremely strong and collaborative partnerships with parents. She shares information about the children's progress and supports all families to feel included effectively. Parents comment highly and praise the childminder for her dedicated and nurturing nature. Parents are impressed by the tailored support for children who are bilingual and comment that she has created a safe, home-from-home learning environment that goes above and beyond.
- The childminder creates exciting opportunities for children to access the community, to be physically active and to socialise with others. Daily, she takes children on amazing adventures to local groups, parks, farms and woodlands. Children excitedly recall these experiences and events as they look through their special book of photos.
- The childminder expertly promotes children's mathematical skills. For instance, she skilfully weaves mathematical language into conversations, for example, 'on top of', 'more', 'less' and 'how many left'. Children demonstrate an excellent understanding of problem-solving and a wide range of mathematical concepts as they play, such as sorting shapes, comparing sizes and counting in their role play.
- The childminder has an excellent vision for providing high-quality and inclusive education to all children. She is highly reflective, evaluates the effectiveness of how she can extend children's learning and plans additional activities to support these targets. For instance, children learn about specific animal names in English and Swahili following the childminder's recent Kenya safari trip.
- The childminder is fully committed to her professional development and continually strives for the best possible learning for children. She frequently completes her own research, networks with other practitioners and enhances her own knowledge and skills to improve outcomes for children. The childminder is immensely proud of her work and the huge benefits this has had on children's progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY219004
Local authority	Buckinghamshire
Inspection number	10367899
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 February 2019

Information about this early years setting

The childminder registered in 2002. She lives in Denham, Uxbridge. The childminder operates Monday to Friday, between 7.30am and 6pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for children aged two and three years.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The inspector observed activities in the dedicated areas for childminding. She talked to the childminder about the progress individual children are making and what she wants the children to learn.
- A joint focus activity observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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