

Childminder report

Inspection date:

28 February 2020

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

What is it like to attend this early years setting?

The provision is outstanding

The childminder implements the early years foundation stage curriculum confidently. She has an excellent awareness of her intentions for children's learning and how she will enhance and build on this learning. She interacts purposefully and enthusiastically. Children are highly attentive and motivated to play. They show a very positive attitude to their learning. Children's behaviour is exceptionally good at all times. Children demonstrate emotional security in the childminder's care.

The childminder has very high expectations for children. She is passionate about her partnerships with parents and how she promotes continuity for children's learning. This includes encouraging parents to be proactive in providing 'wow' moments and observations of children's achievements at home, and sharing books children enjoy reading with their parents. Children have favourite stories and often bring them in from home to read with the childminder to celebrate their love of books. The childminder demonstrates exceptionally good interactions, such as when reading the story 'Sugar Lump and the unicorn'. Young children show they are acquiring outstanding literacy awareness and high-quality language skills. They consider the illustration on the cover, a picture of a unicorn, and quickly identify one of them has a unicorn on their jumper too. Children show exceptional comprehension of the storyline. The skilful childminder reads with enthusiasm to engage children to help them recall repetitive phrases and capture their attention and interest very well. Children subsequently point to the pictures, confidently explaining what is happening and identifying rhyming words.

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

- The childminder offers children an extremely broad range of interesting and stimulating experiences. She makes a positive contribution to the way children are prepared for their future learning. For example, children enjoy exceptionally well-planned outings where they meet, socialise and play with other children. For instance, they benefit from regular visits to join other children in forest school sessions. These visits promote effectively the ways children gain confidence, awareness of risk perception and independence from a young age. At inspection, children spoke warmly about how each week they visit the childminder's horses and help her to groom them. The childminder highlights that these visits have made a valuable contribution to how children learn about animals. She explains children are fascinated and have a deeper understanding of how the horses live and have gained high levels of confidence around them.
- The childminder is exceptionally evaluative about her practice. She regularly meets with parents to deepen her professional partnership with them and values their assessments of how and what children learn at home. Partnerships with others who share the care of some children attending are very well established

and promote consistency for children's care and learning well.

- Children are extremely motivated to learn. For instance, as the childminder draws dinosaurs for children, they stipulate confidently they want the dinosaur to have 'stompy' feet and a 'spiky' body. Children securely show their awareness of mathematical context. This is demonstrated as children complete number puzzles and place the numbered cubes in order. They confidently identify the numbers and show a clear awareness that six is like 'an upside down nine'.
- The childminder is consistent in the messages she gives to children, who behave exceptionally well. Children are very happy and have strong bonds with the childminder. They are very content to sit with her and receive cuddles as they play. The childminder helps to ensure that all children are increasingly independent in their self-care and hygiene needs. She keenly promotes the ways children are physically active, including, for example, when using knitted balls to have make-believe 'snowball fights'. Children show excellent coordination as they practise and perfect catching and throwing skills.
- The childminder proactively promotes children's awareness of people who help us. For example, when reading a 'Topsy and Tim' story, children ask vital questions about the roles of others in the community. They listen with intrigue as the childminder helps them understand the story. This includes being aware of places that children should not play and teaching children the language of feelings if they are lost or hurt. The childminder skilfully reinforces the potential dangers of talking to strangers.
- Young children try new things with excitement and show high levels of self-control during art and craft activities. For example, they are curious to learn about mixing two colours to make a new colour and confidently anticipate what this might be. The childminder demonstrates the best way to make a butterfly print with paint as she builds on what children can already do creatively. She proactively demonstrates the best ways for children to design a symmetrical pattern and introduces new words, such as 'squash' and 'fold'. Children take pride in their achievements and are very excited as they fold their paper over and open it to reveal their butterfly design.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extremely clear understanding of her role and responsibilities. She adheres to her robust policies, procedures and risk assessments that promote children's health, safety and well-being effectively. The childminder has a secure understanding of all aspects of safeguarding matters. She regularly updates her skills and knowledge with training and research to ensure that she is up to date in her awareness of legislation, for example, her understanding of the 'Prevent' duty guidance. The childminder responds competently to questions and scenarios to demonstrate her understanding of how to protect children. For instance, the childminder knows the typical signs that may indicate abuse and what procedures to follow if an allegation is made against her.

Setting details

Unique reference number	EY277069
Local authority	Buckinghamshire
Inspection number	10137031
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 March 2016

Information about this early years setting

The childminder registered in 2004. She holds an appropriate childcare qualification at level 3. The childminder lives in Chalfont St Peter, Buckinghamshire. She works Monday to Friday, all day, for most weeks of the year.

Information about this inspection

Inspector

Aileen Finan

Inspection activities

- The inspector observed the childminder interacting with children. She discussed with the childminder how she plans for children's learning and how she monitors their achievements.
- The inspector spoke with the childminder about how she works in partnership with parents and other professionals who share the care of some children attending.
- Relevant documentation was sampled during the inspection to ascertain how the childminder is compliant with the requirements of the early years foundation stage.
- Discussions took place with the childminder. The inspector assessed the childminder's knowledge and understanding of safeguarding matters.
- The inspector spoke with children during their play.

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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