

Childminder report

Inspection date: 3 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

Children benefit from a vast range of awe-inspiring learning opportunities. The childminder has a superb understanding of what children need to learn next. She uses her knowledge to tailor learning precisely to children's next steps and interests. For instance, children become fully absorbed in their learning. They listen intently to stories, such as 'The Tiger Who Came to Tea'. They act out events in the story during their imaginative play, such as making pizza for the tiger. They recall events from the story with exceptionally high levels of detail, talking about what happened using their expanding range of vocabulary. The childminder has exceptionally high expectations. All children make outstanding progress, including children who speak English as an additional language.

Children are exceptionally confident and sociable. They are eager to talk to visitors, such as when they talk about animals that they saw during their visit to the museum. Children cooperate with others superbly. This is demonstrated when they excitedly look at books together, turning the pages and talking animatedly about the animals that they can see in them.

Children are extremely happy in the childminder's care. The childminder develops strong attachments with them from the outset, which helps them to feel safe and secure in her home. Children learn to manage their behaviour impressively. They recognise when their choices impact on their friends and they have a strong understanding of right and wrong.

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

- The childminder develops highly impressive partnerships with parents. This helps children to make excellent progress in their learning. For example, from the outset, the childminder establishes strong and open communications with parents. She finds out what children know and can do at home. She talks to parents about the languages that children speak and their level of understanding. Parents teach the childminder key words in children's first language. She goes on to use these in her daily routines, which helps children to quickly adjust to her setting. To help support children's swift grasp of English, the childminder actively promotes their love of reading with parents. For instance, children borrow books and bring some from home to share. Parents report that their children cannot wait to bring their books in their bag each day. This highly effective partnership working, and focus on reading, helps all children to communicate confidently with a rapidly expanding range of new words.
- The childminder's approach to supporting children to understand their feelings and emotions is exemplary. For example, she helps children to explore their

feelings, so that they understand what being sad or upset means. She helps children to talk about their changing emotions and then they plan ways to resolve problems together. The childminder works closely with parents to embed this approach consistently. Children describe their feelings and emotions exceptionally confidently. They show high levels of respect for others and their behaviour is impressive.

- The childminder's knowledge of how to excite children to learn is outstanding. For instance, she responds swiftly to children's emerging interests, taking learning in a direction which motivates them to be curious. Children bring in books to share with the childminder about plastic polluting the ocean. The childminder captures this interest and plans activities to help them explore this further. Children visit the local museum where they learn about sea creatures. They talk about their features, such as 'tentacles', and learn the names of different types of shark. The childminder links children's interest in ocean pollution superbly to other areas of learning. For instance, she teaches children how to develop their hand control, precisely demonstrating how to open and close tongs to grip items. Children are determined learners. They carefully use the tongs to remove plastic from an 'ocean' that the childminder creates. Children demonstrate an exceptional understanding for their age of how they can minimise the impact of pollution in the wider world.
- The childminder has an excellent attitude to her own professional development. She has a continual desire to enhance her own practice. This has helped her to maintain the superb quality of her provision. The childminder demonstrates her passion to improve even further by seeking training opportunities which help her to enhance her subject knowledge. For example, she has recently completed a range of courses to help her to identify and respond to gaps in children's learning. These have had an outstanding impact on her quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She completes robust risk assessments of her home and outings in the local area to help her to minimise risks to children effectively. The childminder completes regular training to help her keep her safeguarding knowledge up to date. As a result, she has a superb knowledge of local multi-agency safeguarding arrangements and of procedures to follow should an allegation be made. The childminder has a detailed understanding of the signs and symptoms of abuse which may put children at risk of harm. This includes radical and extreme views or behaviours.

Setting details

Unique reference number	EY345592
Local authority	Buckinghamshire
Inspection number	10136489
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	11 February 2016

Information about this early years setting

The childminder registered in 2006 and lives in Aylesbury, Buckinghamshire. She operates all year round from 8am to 6pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 3. The childminder occasionally works with her registered assistant.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- The childminder took the inspector on a learning walk around the setting.
- The inspector observed the childminder's quality of teaching, and both jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents provided in writing.
- The inspector checked evidence of the childminder's and her assistant's training and suitability. She looked at relevant documentation and evidence of the suitability of persons living in the household.

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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