

Childminder report

Inspection date: 4 July 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children are constantly engaged in fun, meaningful and enriching learning activities in an outdoor-based environment. They are completely carefree, happy and self-assured in the childminder's care. The childminder is incredibly warm, sensitive and totally focused on providing children with the best possible start in life. Children experience plentiful inspiring activities to help them learn about the world around them. They relish being assigned tasks as they busily chop fruit, vegetables and salad to feed the worms in the compost wormery they have helped to create. They confidently express their knowledge of why worms burrow under the compost, and what they like to eat. Children are completely immersed in both self-chosen and adult-led activities and show an immense thirst for knowledge.

Children demonstrate an abundance of resilience and independence in their learning. They develop important coordination skills as the childminder encourages and instructs them through how to descend a ladder from the tree house for the first time. Children take an immense pride in their achievements through the childminder's enthusiastic praise. Children play together in complete harmony. They instinctively help each other to achieve tasks, for example, as one child helps their friend to sit securely on a rope swing by holding it for them. The childminder is highly conscious of the demographics of the local area. She provides meaningful opportunities for children to learn about lifestyles and cultures beyond their immediate knowledge and experiences.

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

- The tremendously reflective and passionate childminder has worked tirelessly to address the weaknesses identified at the last inspection. She constantly evaluates her provision to identify ways in which she can continue to enhance her own already outstanding knowledge and skills. She is highly effective at using the knowledge she gains from professional development to benefit the experiences of children in her care.
- Children make exceptional progress. The highly knowledgeable childminder plans a superbly well-sequenced curriculum. She places a high priority on continually helping children to achieve, consolidate knowledge, and move on to the next stage in their learning. She interweaves children's individual learning needs through her skilful, tailored interactions.
- The childminder is extremely adept at picking up on children's simple interests as they engage in free play to extend and enrich learning. For example, when children demonstrate an interest in hedgehogs, she plans an array of activities to extend their knowledge and skills. Children develop physical skills as they mix and knead salt dough to make hedgehogs. They clip twigs to make spines to stick in the dough. They use pictures and text about hedgehogs for reference

and as talking points. This is followed up by a trip to a wildlife hospital, where they get to see hedgehogs in real life.

- Children are constantly engaged in fun, high-quality and deep learning experiences. The childminder provides a vast range of inspirational, highly enriching resources and activities. The childminder plans a scavenger hunt to introduce vocabulary and help children match and differentiate colours. Children excitedly scurry around in the garden and woodland to fill coloured slots in egg boxes. They talk about the array of different coloured natural resources they find.
- Partnerships with parents are highly positive. Parents feel their children thrive and make excellent progress in the childminder's care. They feel their children are inspired to learn through the fantastic experiences she provides. Parents feel extremely well informed and involved in their child's learning. They particularly relish receiving a detailed story of their child's fun day, which they read in the evening.
- Children's speech development and literacy skills are exceedingly well supported. A wide range of story books and factual books are accessible in all areas of the environment. Children undertake weekly visits to the library to select books of their choice to read. The childminder makes sure that story activities are a hive of learning and discussion. During snack times, children practise writing skills and recognise words through fun activities on their place mats.
- The childminder is superb at supporting children to become self-sufficient and independent. For example, they blow their own noses and take themselves to the toilet. They learn how to recognise when they are feeling chilly and where to fetch their jumpers from their bags to warm themselves up. Through careful questioning, the childminder helps children to work out and express how to keep themselves safe.
- Children behave exceptionally well. They fully understand the rules of the setting and follow instruction well. They play in harmony together and seek each other out to share experiences as they mix concoctions together in the mud kitchen. They instinctively share resources, make sure they are all included and help each other out.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role in safeguarding children. She is confident and clear in her understanding of the signs which could indicate a child is at risk of abuse. She is fully aware of the local safeguarding partnership reporting procedures, if she has concerns about a child's welfare. She provides a safe and secure environment for children to play in while helping them to learn how to keep themselves safe. For example, children understand the importance of wearing shoes in the woodland area. She continually assesses the natural environment to make sure that any hazards to children's safety are minimised.

Setting details

Unique reference number	EY371429
Local authority	Buckinghamshire
Inspection number	10210011
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 September 2021

Information about this early years setting

The childminder registered in 2008. She lives in Amersham, Buckinghamshire. The childminder operates Monday to Thursday from 8am to 6pm and on Fridays from 8am to 1pm. She works for most of the year. The childminder works with another registered childminder. She holds a level 3 childcare qualification and receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Carla Roberts

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- Parents shared their views of the quality of care and education provided to children in writing which the inspector took account of.
- The childminder provided the inspector with a sample of key documentation on request.

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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