

Childminder report

Inspection date: 25 January 2023

Overall effectiveness	Outstanding
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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

The childminder has high ambitions for all children and what they can achieve. Children are confident in what they know and talk with animation and enthusiasm about the things that interest them, such as animals. They follow a superbly constructed curriculum that ignites their enquiring young minds. Throughout the day, children are deeply absorbed by their learning. They sustain high levels of concentration and can lead their play using their own thoughts and ideas. The sequence of activities systematically builds on children's skills and prior learning. For example, children learn how to butter their toast for snack time. Later, they spread peanut butter on tubes to roll in seeds when making bird feeders. The childminder uses every opportunity to promote children's learning. As excess seeds drop into the tray, the childminder encourages children to make marks in the seeds, helping to promote their early literacy and emerging interest in writing.

Children have high levels of confidence. Babies engage with older children, who warmly welcome them into their play. Together, children assert the rules and expectations, for example, as they share toys and take turns. Their behaviour is consistently excellent. The childminder encourages children to understand their feelings and behaviour, which helps to enhance their emotional development. By understanding and talking about how they feel, young children can manage their strong emotions successfully.

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

- The childminder has a clear, simple intent for her curriculum. This is woven through every aspect of children's day. The childminder provides carefully crafted layers of learning for children. Over the course of the day, children repeat activities, increasing in confidence and skill. The childminder provides high-quality teaching and support for children to expand on what they know and can do. For example, she encourages children to become problem-solvers. Children approach problems, such as how to reach the branches of a tree to hang bird feeders, with a can-do attitude. They ponder how they can become taller, and the childminder encourages them to try out their ideas. Consequently, children are voracious learners who positively thrive in the childminder's care.
- The childminder promotes children's communication and language development extremely well. She introduces children to new words as they play. For example, when playing with toy animals they make a tower of giraffes. The childminder explains that giraffes live in a 'herd'. This helps children to hear new words in context and understand their meaning. Children later use these words as they play, showing that they have remembered and can use the new words correctly.
- Children learn to solve mathematical problems and to understand space and shape in meaningful ways. When they fill up bird feeders, they consider how to

stop small seeds from falling through the gaps and estimate how many scoops it will take to fill the feeding tube. By using mathematical language in their everyday play, they develop a deep understanding.

- Children have high levels of emotional security and share close relationships with the childminder. Parents explain that their children adore the childminder and thrive in her nurturing care. The childminder has an extensive understanding of children's home lives and experiences and how these might contribute towards their learning and behaviour.
- Children explore the outdoor world through a range of activities, such as building dens in the local woods. Children learn about animals and nature as they explore their local environment. The childminder provides a range of experiences outside the home that further boosts children's excellent understanding about the world that they live in.
- Children are resilient and confident learners who are unafraid of trying new things, tackling problems and testing out their ideas. These skills encourage children to be confident, courageous and motivated learners, who are well prepared for their future schooling.
- Parents are confident in the childminder's ability to meet their children's needs and comment that children are making exceptionally good progress in their learning. The childminder establishes successful, professional relationships with parents so children have superb continuity in their care and education. Her motivation and passion for providing children with the best opportunities in life is inspiring.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough awareness of her responsibilities to keep children safe in her care. She has undertaken multiple training courses that have given her a deep awareness of how to recognise children who might be at risk of harm. She has clear policies and procedures to follow in the event of having a concern about children's welfare. The childminder is fully aware of the roles of local safeguarding partners. The childminder maintains a safe environment for children to play and learn, ensuring that they experience safe levels of risk and challenge, especially when they play outdoors.

Setting details

Unique reference number	EY395621
Local authority	Buckinghamshire
Inspection number	10264028
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 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 May 2017

Information about this early years setting

The childminder registered in 2009 and lives in Butlers Cross, Aylesbury. She operates all year round, from 8.30am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides free funded early education for children aged 3 and 4 years old.

Information about this inspection

Inspector

Hayley Marshall-Gowen

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 provider and has taken that into account in their evaluation of the provider.
- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder. Throughout the inspection, the inspector spoke with the childminder and children at suitable times.
- The views of parents were obtained through written feedback and discussions.

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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