

Childminder report

Inspection date: 24 October 2019

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

Children make exceptional progress in their development, with all exceeding expectations for their young age. The childminder plans a curriculum that is stimulating, exciting and offers children a diverse and challenging set of experiences. These peak children's interest and curiosity, and all approach their learning with great enthusiasm. There is an art room where children can explore their creative ideas, and an impressive soft-play room where children swing from ropes attached to the ceiling and bounce on the trampoline. Children use their imagination, make-believe and go on exciting adventures together. For example, they pack their bags to go on an imaginary flight. The childminder puts chairs together to create an aeroplane and the children excitedly take their seat, fastening their seat belts and chatting with excitement about where they might go.

Children's behaviour is excellent. The childminder models expectations by using good manners and telling children about the rules that keep them safe. Children are polite and respectful of each other. They are aware of the feelings of others and show high levels of social skills as they play together. The childminder prepares children extremely well for their future learning. All gain essential skills they need for moving on to school.

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

- The teaching of number recognition is highly successful. The childminder teaches children to link a name to each numeral, describing its shape, such as 'race track eight' and 'curly-wurly three'. This helps children to remember the numbers and they correctly name each in turn, counting and recognising numbers beyond 10.
- Adult-led activities support children in increasing their language skills. Children gather around to look at a poster. The childminder invites each in turn to study the picture and talk about what they can see. This prompts children to talk about their own experiences, such as going on holiday and travelling by aeroplane.
- Children hide in a 'blanket cave' as the childminder creeps up on them holding a large teddy bear and re-telling a favourite story. Children scream with excitement as she chases them, and they scramble to find a hiding place.
- The childminder and children recreate stories they have read together. In the soft-play room, children build a house and then pretend to be the three little pigs as they hide inside. They explain that the house must be made from straw otherwise it will not blow down. They squeal with excitement as the childminder 'wolf' starts to blow on the house.
- Children establish close and affectionate relationships with the childminder, who responds warmly to children, showing them genuine care. For example, all the

children are keen to snuggle on her lap for a cuddle and ask her to join in with their games, which she does readily.

- Children talk about themselves in positive terms, identifying what they are good at and what is unique about them. They have rich opportunities to explore diversity, such as watching stories online about children living in other countries.
- The childminder appreciates the importance of supporting children's positive mental health in meaningful ways. Children are exceptionally confident and display high levels of self-esteem as they devour every opportunity for learning available to them.
- The childminder shows determination and dedication to her childminding. She continually strives to provide the very best quality for children. By continually evolving as a practitioner, taking on feedback from parents and evaluating her provision, she has maintained exceptionally high standards.
- The childminder is well qualified and ambitious for her own professional development. She undertakes training and identifies areas she would like to enhance in the future.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding children is at the heart of all the childminder's work. The childminder is aware of how local issues, such as older children being drawn into gangs, can have a negative impact on even young children. She is alert to risks for children, both within her home and outside of her provision. The childminder is knowledgeable, aware and able to explain how she would act to report any concerns about children's welfare to the Local Safeguarding Children Board. The childminder is vigilant in monitoring the use of technology with children, ensuring they only have supervised screen time to aid their learning.

Setting details

Unique reference number	EY406984
Local authority	Milton Keynes
Inspection number	10108745
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	16 June 2015

Information about this early years setting

The childminder registered in 2010 and lives in Tattenhoe. She operates term time from 7.45am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A learning walk and a joint observation were completed with the childminder.
- Throughout the inspection, the inspector talked to the childminder and children at suitable times.
- The inspector read written feedback left by parents and took account of their views.

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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