

# Childminder report

---

Inspection date:

16 May 2023

---

| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

## What is it like to attend this early years setting?

### The provision is outstanding

Children attending this setting receive exceptionally high-quality care and early education. The children are extremely well behaved for their age. The childminder is courteous and kind to the children, listening carefully to their every word. This has a significant, positive impact on children's personal development. The childminder aims to provide every child with a well-rounded early education. The range and breadth of the well-implemented activities she provides ensure that children make the best possible progress.

All children learn to be resilient and keep trying. For example, young children engage and focus for lengthy periods beyond their years. For example, they concentrate on fitting the correct shapes into jigsaw puzzles and persevere as they make marks on paper using a range of resources, superbly. The childminder encourages their efforts and praises them highly when they succeed. The pace of activities is relaxed and matched to children's individual interests and needs.

Children's communication and language development is consistently strengthened through the childminder's high-quality interactions. She expertly builds on their knowledge and regularly extends children's language with more complex vocabulary. For example, she introduces new words, such as 'handle' and 'spout', when offering a narrative to the pretend tea party. The childminder uses an excellent balance of commentary and questions to encourage children to practise using new vocabulary.

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

- The dedicated childminder demonstrates an incredibly high level of personal ambition and strives to be the very best childminder that she can. She regularly evaluates her setting to drive improvement and achieve the best possible outcomes for children. The childminder regularly attends training that enhances her knowledge of children and pedagogy, so that she can continue to provide outstanding opportunities for all children.
- The childminder plans an ambitious curriculum that appeals to children's interests. She has an excellent knowledge of what learning children need to have to make rapid progress. The childminder skilfully tunes in to children's thinking and uses expert language to stretch and challenge their critical thinking.
- Children feel immensely secure in the childminder's warm and nurturing care. Toddlers develop exceptionally strong attachments to her as a result of her kind and caring approach.
- All children behave incredibly well, are attentive and follow instructions. They receive regular praise for their achievements and positive behaviour. Children are very confident and display high levels of self-esteem.

- The childminder inspires children to take ownership of their hygiene and health. She expertly teaches children how to make healthy choices and the effect this can have on their bodies. For example, at snack time, they chat about how the food will re-fuel them and give them more energy. Young children love doing things for themselves and are proud to show visitors their 'clean hands'.
- Parents have the utmost praise for the childminder and the care and education she offers, leaving glowing testimonials. The childminder worked exceptionally well with the families in her care during the COVID-19 pandemic. She read stories to children via video links and provided a range of learning materials and activities to support families. This supported parents to be involved in children's learning and also aided a smooth transition for children returning to her care.
- The childminder provides a wealth of opportunities for children to meet new people and talk about similarities and differences in the world. Children frequently visit the local library, visit local attractions and travel by train to learn about their local community.
- Partnerships with other professionals to meet children's individual needs are outstanding. The childminder establishes excellent links with the local nursery and schools. She makes highly effective use of advice and support to further meet the individual needs of the children.
- All children have an enormous love of books and reading. The childminder reads with great enthusiasm and expression, and knows children's favourite stories. She uses songs, rhymes and books at every opportunity, and young children break into song, act out actions or join in to repeat well-known phrases.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her safeguarding responsibilities. She attends regular training to keep herself fully aware of how to protect children. The childminder has a confident understanding of how to identify any concerns about a child or adult and of what procedures to take. She is fully aware of her roles and responsibilities in keeping children safe. The childminder is extremely clear about how to identify potential risks, for example signs of neglect or abuse. She understands how to correctly source advice or report concerns to external support networks. The childminder ensures that the premises are secure so that children are kept safe.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY442515                                                                          |
| <b>Local authority</b>                             | Buckinghamshire                                                                   |
| <b>Inspection number</b>                           | 10285777                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 7                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 18 October 2017                                                                   |

## Information about this early years setting

The childminder registered in 2012. She lives in Marlow, Buckinghamshire. The childminder operates from 8am to 5.30pm, Monday to Thursday, all year round. She holds a relevant qualification at level 3. The childminder receives funding to provide free early education for three-year-old children.

## Information about this inspection

### Inspector

Amanda Perkin

### 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 childminder and has taken that into account in their evaluation of the setting.
- The inspector had a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took these views into account.
- The inspector talked to the childminder and children at appropriate times during the inspection and took account of their views.
- The childminder carried out a joint observation with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023