

Childminder report

Inspection date:

11 September 2024

Overall effectiveness

Outstanding

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

Children thrive and delight in learning with this outstanding childminder. From a young age, they learn that their voice is important. Children readily talk about what they want to do each day. The childminder takes time to listen to the children and follow their ideas. She knows when to step back and let children explore independently. Children benefit greatly from the high-quality learning opportunities the childminder offers through her ambitious and well-planned curriculum. They are confident and enthusiastic about their learning.

The childminder supports children's communication and language skills exceptionally well. Children express themselves well and are excited to share their experiences, such as exploring and investigating in the mud kitchen. The childminder questions children exceedingly well and helps them to extend their ideas, make predictions and solve problems independently. Young children quickly learn new words, such as 'up', 'down' and 'underneath', and readily use them in their play.

Children's behaviour is exemplary. They are well mannered, gentle and considerate. The childminder is an excellent role model. She gently teaches children how to collaborate in their play. Every opportunity is taken to support children in facilitating next steps in learning. The childminder encourages children to experiment with water and use brushes to create designs of their choice.

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

- The childminder knows each child extremely well. She uses ongoing observations and her training exceedingly well to support children's learning and development. She assesses and monitors children's progress very successfully and accurately identifies their next steps in learning.
- Children immerse themselves in activities led by the childminder. They show high levels of curiosity in their learning. For instance, children explore the grapes outside. This leads to lots of conversations. The childminder introduces new words to promote children's communication and language. For instance, she introduces the word 'circle' and 'oval' to describe the shapes. This helps children build a wide range of vocabulary.
- The childminder is highly skilled in supporting children to develop a sense of belonging. For instance, she displays their photos in the playroom. This helps children talk about their experiences, and children show that they feel exceptionally valued.
- The childminder has a very calm, confident and relaxed manner, and this helps children develop exceptional independence skills and feel comfortable. She regularly accesses other groups in the community to help ensure that a wide

range of experiences and social environments, that promote understanding of people and communities, are available to children.

- Children in receipt of additional funding are monitored particularly closely. Skilful consideration is given to how funding might benefit them in the most appropriate and effective way to ensure that they make progress.
- The childminder is highly reflective of her practice. She proactively sources training that will help her best meet the needs of children. For example, she learned how to best support children's speech and language. The dedicated childminder also seeks out experts in early education to gain greater understanding of how children learn. The childminder finds innovative ways of teaching, trying different approaches to find the most effective. As a result, children make excellent progress in all areas of development.
- The childminder is highly experienced and fully understands the signs that may indicate a child is at risk of harm. The childminder ensures that safeguarding and children's welfare are paramount. She carefully considers the planning of activities to ensure the safety of all children. Children are encouraged to understand about things that may cause them harm, such as steep steps outside. The childminder assesses the risk of activities, including those outdoors or off site, and takes effective action to minimise hazards.
- Parents are consulted daily, and partnerships and home learning are very strong. There is excellent communication through daily feedback and diaries. Parents share their knowledge of children's progress, and the childminder uses this extremely effectively to plan and develop an exceptional range of activities.
- The childminder is exceptionally patient and allows children time to have a go at tasks before initiating further support. For example, when children engage in an activity which involves problem-solving, the childminder verbally supports them with instruction and encouragement. The childminder gives children ample time and encourages them to keep going, allowing children to consistently keep on trying hard until they successfully complete the activity.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY443100
Local authority	Buckinghamshire
Inspection number	10350944
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 September 2018

Information about this early years setting

The childminder registered in 2012. She lives in High Wycombe, Buckinghamshire. The childminder operates for most of the year, from 7.30am to 5.30pm. She holds a relevant childcare qualification at level 3. The childminder receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Claire Boparai

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their written views of the childminder's setting 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024