

Childminder report

Inspection date:

5 August 2021

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 benefit from a rich learning environment, which is meticulously planned and organised to meet their individual needs and interests. As a result, they display an extremely positive attitude towards learning. They are constantly engaged in fun and interesting experiences as they play and explore the high-quality resources. Children gain an extensive understanding of the world around them as they play in this fantastic outdoor based setting. They talk with knowledge about which fruits grow on the different trees in the garden. They are keen to explain the life cycle of plums and when they are ready to eat. They use a wide range of vocabulary as they describe how the plum stones can eventually develop into more trees.

Babies settle in the childminder's attentive care in a very short space of time. The childminder follows their routines at home closely. She is incredibly tuned in to their behaviour and body language, such as when they are hungry or tired. She cuddles them reassuringly as she feeds breast milk brought from home. Babies relish the social interaction with older children as they sit at the table eating finger foods. All children clearly understand expectations for behaviour. They form strong friendships and actively seek each other out to share experiences. They delight in learning from each other. Such as when one child teaches another how to move their body to successfully swing higher on the swings.

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

- The childminder has a very good understanding of how to support children's development. She monitors children's progress closely. The childminder uses her superb knowledge of what they need to learn next, along with their interests, to provide them with a rich and inspiring learning environment. As a result, children are extremely motivated to play and learn. They demonstrate a passion for building on their existing excellent knowledge. Children are exceedingly eager to share their learning with adults and each other.
- Children are tremendously well supported to develop a love of books and reading. They listen intently to stories as the childminder reads animatedly to them. The childminder carefully selects books to help children gain a rich understanding of how children in different countries live. She provides exciting props to engage and extend children's learning further as she reads to them. For example, children relish the opportunity to see and touch passion fruits, pineapple and guava, which feature in the story pictures. The childminder encourages children to make comparisons. Children use a range of language as they describe the fruits texture and size, such as 'spikey' and 'smooth'. They choose which of the fruits they would like to eat for their snack.
- The childminder is highly effective at extending children's learning as she

interacts with them during their self-chosen activities and everyday routines. For example, she encourages children to try things out for themselves. Children persevere as they use child-safe knives to try to slice through a whole mango at snack time. They soon work out that the stone in the centre prevents them from doing so. The childminder encourages them to think of other ways they could successfully achieve this goal. She praises them readily for their attempts and achievements. This helps children to develop resilience and independence in readiness for future learning.

- There are vast opportunities for children to develop important physical skills. Babies show determination to pull themselves up to standing to access interesting natural resources. They are enthralled by the texture and colours of the homemade edible sand. Babies grasp handfuls and watch with interest as it sprinkles back into the tray through their clenched fingers. Older children are completely engrossed as they use safety scissors to clip fresh herbs, such as mint and basil. They show determination as they turn on the working tap in the superbly resourced mud kitchen to fill saucepans with water. Children busily mix their herb clippings with water and proudly show off the 'soup' they have made.
- Partnership with parents is highly positive and effective. Parents refer to the excellent care and educational experiences provided for their children. The childminder maintained regular contact with parents while she was closed during the COVID-19 (coronavirus) pandemic. She provided useful ideas as to how they could support their children's learning while at home. The childminder is proactive in contacting other early years settings children attend. This ensures superb continuity of care and learning.
- The childminder is highly reflective of her practice and continually identifies areas where she can enhance the quality of her provision. She is passionate about providing children with the best possible care and education. This is reflected in the inspiring environment she creates for children to play and learn in. The childminder regularly meets with a network of local childminders to share ideas and best practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly undertakes training to keep her excellent safeguarding knowledge up to date. She places paramount importance on keeping the children in her care safe from harm. The childminder is totally clear about her role to report any concerns about children's welfare to the relevant agencies. This includes any allegations against herself or other adults in the household. The childminder provides an extremely safe and secure environment for children to explore. She teaches children how to keep themselves and each other safe, and they retain this knowledge. The childminder implements robust procedures to minimise the health risks posed by the COVID-19 pandemic.

Setting details

Unique reference number	EY550156
Local authority	Buckinghamshire
Inspection number	10128146
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	0 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 October 2019

Information about this early years setting

The childminder registered in 2017. She lives in Worminghall, near Aylesbury. She operates from 7.30am to 6pm, Wednesday and Thursday, all year round. She accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Carla Roberts

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the childminder's interactions with children during activities and assessed the impact this has on children's learning.
- The childminder led the inspector on a learning walk at appropriate points during the inspection and discussed how she organises the environment to support children's ongoing development.
- The inspector read written feedback from parents and took account of their views of the quality of care and education provided to children.
- A range of documentation was sampled, including certificates of paediatric first-aid training, records of children's attendance and evidence of training undertaken since the last inspection.
- The inspector spoke to the childminder about her arrangements for safeguarding and how she ensures the premises are safe and secure.

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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