

Childminder report

Inspection date: 10 October 2019

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

Children thrive in the childminder's care. They immerse themselves in purposeful and stimulating play and exploration. They listen intently to the childminder's pertinent questions, taking time to think through their responses. For example, children enthusiastically experiment with dry sand to see if they can build a castle. They decide they need to add water and confidently tell the childminder what they think will happen, before they pour water over the sand. Children watch in anticipation and clearly describe what they see and feel. This helps to promote children's thinking skills, triggering a deeper understanding of what happens in the world around them.

The childminder encourages children of different ages and abilities to join in her extremely well-planned activities. She confidently sets a variety of challenges that focus on children's individual learning needs, helping to build on what they already know and can do. For example, during a story about a caterpillar, the most able children recognise, sort and count food items, which they enthusiastically feed to a model caterpillar they previously made. Meanwhile, very young children carefully explore a treasure basket containing replicas of the food. They use their bodies to investigate these and the different textures of a sensory toy shaped as a caterpillar.

Children independently become deeply engrossed in role play. The childminder provides props and resources to support their passion for such activities, helping to spark their flourishing imagination and enhance their social skills. The childminder asks appropriately challenging questions about the scenarios children choose to follow. This helps to immerse children in a language-rich environment, further extending their already wide vocabulary and confidence to speak to others.

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

- Children behave exceptionally well. They understand the clear, consistent boundaries set by the childminder and quickly gain a deep respect for others. Simple activities encourage sharing and turn taking from a very early age. Older children are reminded to think about how they can actively support the youngest children, helping them develop a sense of responsibility and a caring attitude.
- The childminder expertly supports children to develop high levels of confidence and independence. She very successfully provides carefully managed opportunities for them to take small, age-appropriate risks and provides them with the information they need to understand how to keep themselves safe. For example, under her guidance, children learn to safely and sensibly use small knives to cut their fruit for snacks.
- The childminder recognises the importance of evaluating the quality of the care

and education she provides. She regularly gathers detailed feedback from parents, other childminders and professionals involved in quality assurance to help her make continual improvements. The childminder engages in a wide variety of opportunities to enhance her already excellent knowledge and understanding of how children develop and learn. These include local conferences, training courses and workshops and through reading professional articles and publications.

- The childminder provides children with a variety of experiences to help them discover and explore different aspects of the local community and the wider world. Frequent outings help to provide children with new, exciting and memorable experiences, such as using public transport and feeding and touching farm animals. Children become deeply involved in charity events, triggering conversations about how they can help other people.
- The childminder has an extremely close bond with children. They naturally respond to her nurturing and attentive nature, helping them feel valued and secure. The childminder gathers detailed information from parents to help her rapidly identify children's abilities, interests and care needs. She shares information about how children are progressing and gives parents inspirational ideas of how they can contribute to children's rapidly expanding knowledge and independence at home. The childminder makes links with other settings that children also attend, helping to promote clear two-way communication channels.
- The childminder works very closely with other local childminders. They meticulously plan exciting activities to help ensure children build on what they already know. The childminder skilfully adapts and extends activities even further, focusing on precise aspects to help challenge, stimulate and inspire each child on an individual basis. This contributes to children's excellent progress.
- The childminder very skilfully uses the knowledge and understanding that she gains from independent research to tailor her teaching to support children's individual needs. For example, she has adapted the environment to create quiet areas to give children the space they need to relax and gather their thoughts. This has had a significant impact on behaviour and children's emotional resilience.

Safeguarding

The arrangements for safeguarding are effective.

The childminder follows the extremely robust procedures she has in place to help keep children safe. She has recently updated her policy for safeguarding, reflecting changes made by the local authority. This contributes to her ability to quickly identify how to report, and to whom, any concerns she might have. The childminder has an excellent knowledge and understanding of potential risks to children of different ages. For example, she closely supervises children when they access carefully selected educational games on an electronic device. She talks to them about how they can help to keep themselves safe while they learn about technology.

Setting details

Unique reference number	EY336550
Local authority	Buckinghamshire
Inspection number	10062004
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	26 November 2015

Information about this early years setting

The childminder registered in 2007. She lives near Leighton Buzzard, Bedfordshire. She operates her service all year round from 7.45am until 6pm, from Monday to Thursday. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- The inspector observed activities in the childminder's home and garden. She spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector checked the evidence of the suitability of the childminder and other household members. She looked at a range of documents, including qualifications and professional development certificates, children's progress records and self-evaluation materials.
- The childminder described to the inspector how she plans activities to help expand children's knowledge and understanding.
- The inspector asked questions about children's development.
- The inspector read letters written by parents and other testimonials. She took their views into consideration.

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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