

Childminder report

Inspection date:

6 November 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children have superb fun in the stimulating environment. They benefit from a selection of valuable experiences, which motivate them to be independent learners. Children enjoy the activities immensely and listen intently to the childminder. They demonstrate an excellent attitude to learning and concentrate extremely well. The childminder uses every opportunity to skilfully extend activities and conversations to challenge children's thinking. As a result, children are highly confident in their abilities and eager to find out new things.

The curriculum incorporates a forest school outdoor educational experience, where children visit woodland regularly. The childminder helps them to learn about the natural environment, use their initiative to solve problems, cooperate with others and learn how to handle risks. For example, children toast marshmallows on a bonfire and learn to count to 10 before eating these, to allow them to cool. They also learn how to keep themselves safe. They know the importance of pouring water on the fire to ensure it is fully extinguished.

Children's behaviour is superb. The childminder acts as an extremely good role model and has high expectations of children's conduct. Children demonstrate high levels of social skills, are considerate towards others and are very skilled in resolving conflict. For example, when they want to ride on a broomstick and there is not enough room, they negotiate and agree that they could all take a turn.

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

- The childminder demonstrates a superb understanding of how children learn and develop. She has interesting conversations with them, and children benefit from the many questions that she asks them. She uses children's existing experiences and current interests to help them acquire new knowledge. For example, she teaches them that owls are nocturnal creatures, and therefore come out at night, and encourages them to name other animals that are also nocturnal.
- Children make exceptional progress with their speech and language. The childminder provides a language-rich environment and gives children numerous opportunities to build on their wide vocabulary. She skilfully supports children to develop their thinking skills. For example, when they explore a flower, she encourages them to think about what type of flower it is and explains to them that it is a 'lily'.
- Partnerships with parents are very strong and highly effective. Parents are very complimentary about the setting and the childminder. They particularly like the forest school experiences and make comments such as 'children can climb, explore and build a sense of resilience; rain is not seen as an inconvenience but rather an opportunity for children to splash in puddles'.

- The childminder successfully promotes children's literacy skills. They listen attentively to familiar stories and predict what might happen next. Older children use and understand phonic sounds (the sounds that letters represent) and can blend letters to make words such as 'cat' and 'dog'.
- The childminder carries out in-depth observations and assessments of children's learning. She carefully plans activities to target specific areas of their learning and development. She has high expectations of the children and ensures that she provides challenging activities that motivate them to learn.
- Children benefit from a wide range of opportunities to meet people in the community, such as when they visit older people. The childminder is highly successful at giving children a rich set of experiences that promote an understanding of people beyond their own family and community. For example, children learn about people, places, religions and customs as they share their own experiences and ways of life.
- The childminder focuses exceptionally well on her ongoing professional development. She regularly attends webinars to help develop her knowledge and skills and reflect on her practice. For example, she has adapted her teaching to incorporate children's interests, to help extend their learning even further, based upon building on what they already know.
- Children have an excellent understanding of the importance of keeping healthy. They acknowledge the importance of making healthy food choices, and recognise the positive impact that exercise has on their bodies, such as their hearts beating more rapidly after physical activity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very broad knowledge of child protection issues, including wider safeguarding concerns. She can identify the signs and symptoms which may indicate that a child is at risk of harm. She knows who to contact if she has concerns about a child's safety or welfare. She is fully aware of her role and responsibilities around safeguarding, including ensuring that her assistants attend regular training to update their knowledge of how to keep children safe. She talks to older children about online safety and safe use of the internet, to help them develop an excellent understanding of how to keep themselves safe.

Setting details

Unique reference number	107971
Local authority	Buckinghamshire
Inspection number	10108392
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	25
Date of previous inspection	29 January 2015

Information about this early years setting

The childminder registered in 2001. She lives in Stoke Poges, Buckinghamshire. She provides care on Monday to Thursday between 8.40am and 6pm, and on Friday between 3pm and 6pm. She employs three assistants who work with her on a part-time basis.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector observed the interactions between the childminder and the children and considered the impact on their learning.
- The inspection read feedback from parents and took account of their views.
- The inspector questioned the childminder on how she safeguards children and assesses their learning and development.
- The inspector sampled documentation, including evidence of paediatric first-aid training and staff suitability.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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