

# Childminder report

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Inspection date: 30 January 2020

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The childminder is an inspirational teacher. Her enthusiasm helps create an exciting learning environment for children. They are highly motivated to learn with her throughout their fun activities. Children show exceptional consideration for each other as they discuss their imaginary play, helping one another dress in fire service and police outfits. They recall a visit from a parent who is a nurse. They learned how to care for a sick person and put bandages on a doll's broken arm.

The childminder has very high expectations for children's learning and development. She uses enriching daily activities to teach children an extensive range of skills. For example, all children excitedly learn the sounds that letters make while dancing and watching fun songs. Children love to make their own wraps for lunch and grow fruit and vegetables. This effectively supports them to understand healthy lifestyles and where their food comes from.

Children enthusiastically share their views about which activities they enjoy. They help to plan exciting new experiences with the childminder and her co-childminder. They feel exceptionally safe and secure while they discuss the emotions of characters in their stories. They happily approach the childminder for lots of cuddles and reassurance. She knows children very well and forms close bonds with their families.

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

- Children are excited to go on a nature bingo trail. Even the youngest children dress themselves for the trip out and discuss how they will stay safe with the childminder. They demonstrate a superb understanding of the natural world, identifying a bird nest, holly and snow drops as they explore their local area. The childminder captures excellent opportunities to support older children's early writing skills. For example, she teaches them how to hold their pen correctly, as they learn how to draw a tick on their bingo chart.
- The childminder is passionate about planning exciting trips for children to experience the awe and wonder of the world. For instance, they thoroughly enjoyed a journey on a steam train and learned about how people used to travel in the past. Children visit local farms, where they see unusual animals, such as Alpacas. They all listen carefully to instruction and take turns to jump in a muddy puddle, giggling with delight. These occasions also support children to get plenty of fresh air and exercise.
- The childminder plans lots of activities which help children learn about people who are similar and different to themselves. For example, they explore Braille at the local library and discuss how people with sight loss can use this to read. They were fascinated visiting a mosque and discussed how people there pray

and use special mats. These experiences help develop children's understanding of differences in society and the wider world.

- The childminder creates a monthly plan with her co-childminder and the children, then shares this with parents. Parents value this communication as it helps them share in their children's learning and contribute to topics at the setting. For example, they help their children learn the letter and the number of the month and share foods from their cultures. Parents report that the setting has a nurturing environment and that the childminder shows warmth and genuine care to their children.
- The childminder expertly includes the language of early mathematics as children play. For instance, they learn to recognise numerals as they walk past houses. They count using puzzles and discuss the size of play foods. Very young children count with confidence, as they play with the childminder. Older children develop excellent addition and subtraction skills, such as when they tell the childminder which number is one more, or one less.
- The childminder is proud to be part of a local authority community childminding group. She has completed a wealth of training to continue to develop her excellent knowledge and skills. For example, she has completed courses to enhance her knowledge about supporting children with special educational needs and teaching children to discuss their emotions. This has helped the childminder offer highly effective support to all families, including those who need extra support.
- All children, including those with special educational needs and children in receipt of additional funding, make excellent progress from their starting points. They develop exceptional levels of emotional well-being and their behaviour is exemplary. Children all have a lot of fun at the setting and show lots of motivation and enthusiasm to learn.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is passionate about developing her safeguarding knowledge and keeping children safe from harm. For example, she has recently attended training to further her knowledge about female genital mutilation. This has developed her knowledge about this type of abuse, to the highest levels. She confidently explains local authority reporting procedures should she have concerns about a child's welfare. She keeps detailed attendance records and accident monitoring forms to help ensure children's well-being is closely monitored. The childminder completes regular risk assessments to help her check that the environments children use are safe from hazards. She closely monitors children's use of technology and ensures parental controls are in place to keep children safe online.

## Setting details

<b>Unique reference number</b>	116653
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10131838
<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</b>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	29 September 2015

## Information about this early years setting

The childminder registered in 1994 and lives in High Wycombe. She operates all year round, Monday to Thursday from 7.30am to 6pm, and Fridays from 7.15am to 5.30pm. The childminder is in receipt of funding for the provision of early years education for children aged three and four years old. The childminder works alongside her husband, who is also a registered childminder. She holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Charlotte Foster

### Inspection activities

- The inspector observed the childminder's teaching and the impact this had on children's learning both indoors and outdoors.
- Parents shared their views on the provision in person and with written testimonies.
- The inspector assessed the childminder's understanding of how to keep children safe.
- Time was spent away from the setting as the inspector joined the childminder, co-childminder and children on a short outing. The inspector and the childminder evaluated this activity.

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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