

Childminder report

Inspection date: 24 February 2020

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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of the childminder, who provides an exceedingly warm, welcoming and homely environment where children settle quickly and feel secure. Children are extremely confident and welcome the inspector by enthusiastically waving and introducing themselves. Children establish excellent relationships with the childminder. They are independent learners and display high levels of emotional well-being during play.

Children are very well behaved and treat one another and the childminder with respect. Older children are very caring and considerate towards the younger children. Children have so much fun in this caring and nurturing childminder's home that they are reluctant to go home when the time comes.

Children's early literacy skills are extremely well supported by the childminder. Children develop a love for books and reading. They are animated as they sit with the childminder and retell stories as they giggle with excitement. The childminder engages in children's play and is highly skilled at interacting with them. For example, children shrilled with excitement as they received individual handwritten letters from the 'tiger' inviting them to his tea party. The childminder plans an exceptionally broad and rich curriculum, following children's interests very successfully to provide stimulating and creative experiences. Learning is superbly weaved into their activities. For example, children joined in with the tea party, as they made their own sandwiches, using knives competently to spread their fillings. Mathematical development was superbly supported as they folded the sandwiches in half, while others chose to cut their sandwiches into squares or triangles. Children displayed superb dexterity as they used their chosen chopped fruit to make and thread their own fruit kebabs. The childminder is an inspirational teacher. Her enthusiasm helps create an exciting learning environment for children.

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

- The childminder gets to know children and their families very well from the start. She has implemented superb settling-in procedures, including home visits. The childminder uses this information highly effectively to plan for and enhance children's learning experiences, so they make exceptional progress.
- Children who speak other languages at home make exceptional progress with their speech and language in English. The childminder provides a language-rich environment, with numerous opportunities for children to build on their wide vocabulary, especially through stories and rhymes.
- The childminder prepares children for life, helping them to learn about respecting others and developing their understanding of the similarities and differences of the friends and people around them. Children are given a range of

rich experiences to understand how different people live and how they celebrate. The childminder regularly accesses other groups within the community to ensure a wide range of experiences and social environments that promote understanding of people and communities are available to children. For example, children are regular visitors to the local home for the elderly and engage in the local 'flower in bloom' competition.

- Children develop a can-do approach and show exceptionally high levels of independence, especially when preparing their food, tidying away the toys or setting the table for lunch. From an early age, they independently manage their own personal needs, especially in relation to health and self-care.
- The childminder tunes into what children are thinking and uses each moment to extend learning and meet next steps. The childminder's highly skilled conversations and interactions support children to make exceptional progress. The childminder is superb in supporting children in understanding the world and gaining new vocabulary. For example, children use words and phrases in correct context, such as 'in moderation', 'illegal', 'avocado' and 'pomegranate'.
- All children, including those 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.
- Partnerships with parents are outstanding. The childminder understands the significance of children's home lives and experiences. She works collaboratively to ensure that children are supported incredibly well. The childminder engages highly successfully with parents. She shares a wealth of resources and ideas regularly with parents to help extend children's learning at home. Parents are exceptionally clear about, and involved in, their children's learning and achievements.
- The childminder is experienced and professional. She is passionate and ambitious about her setting and the children in her care. She uses her own online research, strong bonds with her childminding network and accesses a superb range of training, to build on the quality of her setting and develop her practice. This has helped the childminder offer highly effective support to all families, including those who need extra support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of her role in keeping children safe. She regularly updates training that provides her with a very secure knowledge of the signs and symptoms of abuse. She maintains an exceptional understanding of the procedures to follow should she need to respond to concerns about the welfare of a child. The childminder has a broad understanding of wider safeguarding concerns, including the potential risk to children with regard to radicalisation and extremism. She carries out regular checks to the premises and equipment, making sure children are cared for in an extremely safe and secure environment.

Setting details

Unique reference number	140780
Local authority	Buckinghamshire
Inspection number	10136768
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	23 September 2015

Information about this early years setting

The childminder registered in 2000 and lives in Aylesbury, in Buckinghamshire. She provides care every weekday during term time only. The childminder holds a relevant level 3 childcare qualification. She receives funding to provide early years education for children aged three and four years, as well as the early years pupil premium.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector had a walk with the childminder through all areas of the premises used by the children.
- The inspector spoke with children and the childminder, at appropriate times throughout the inspection.
- Parents shared their views through written feedback, questionnaires and discussions with the inspector. The inspector took these views into account.
- The inspector observed the quality of interactions during activities and assessed the impact on children's enjoyment and engagement.

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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