

# Childminder report

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Inspection date:

28 February 2020

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children thrive as they attend this exceptionally nurturing setting. They are very content in the childminder's warm and welcoming home. The highly interesting environment allows children to select resources independently, and inspires them to make choices in their play and learning. Children form excellent attachments with the childminder and other children. The childminder is an outstanding role model for children. She is extremely respectful towards children and provides consistent guidance to promote positive behaviour and an understanding of boundaries. Children respond extremely well to the childminder's positive approaches to enable them to learn to regulate their own behaviour. For example, she asks children why they think they should not stand on the chair and says, 'Where does your bottom belong?' Children's behaviour is impeccable.

Children are extremely curious learners. For example, they ask the childminder what the different materials are made of in the builder's tray. They ask the childminder what is in the 'sticky stuff' which represents the mud. The childminder challenges the children to think about what they think is in it. Children say 'flour', 'glue' and 'mud'. Children then smell the mixture to decide what has given it its brown colour. They react with great excitement and say that it smells of 'chocolate'. The childminder praises them highly and they discuss that it smells 'delicious'.

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

- The childminder uses high-quality interactions and engagement to inspire children's learning. Her excellent teaching strategies involve playing alongside each child and offering rich, varied and imaginative ideas to maximise children's thinking and learning. For example, children become engrossed in an excellent sensory play activity which the childminder prepared for them. They say 'wow' as they find that sticky 'gloop' runs through their fingers, and take off their socks to feel the sand between their toes as it spills onto the floor.
- Children are extremely motivated to learn and share their ideas. The childminder provides excellent opportunities for children to learn about technology and how things work. For example, children show high levels of concentration and perseverance as they manipulate different gadgets on a 'busy board'. Older children rise to the more difficult challenges to hook chains and unlock padlocks, and younger children manipulate slide bolts and press buttons on a calculator.
- Resources and activities are presented excellently by the childminder, and many areas of the childminder's home are dedicated to the children's play and learning. Children's artwork is prominently displayed throughout the playroom. This develops children's sense of pride and achievement in their learning effectively. Children demonstrate this as their parents arrive to collect them as

they proudly point out which picture is theirs and discuss what the picture is about.

- Children make fabulous progress. The childminder makes precise assessments of children's next steps in learning. Support for children with special educational needs and/or disabilities is superb. She closely observes what children are interested in to expertly extend their learning. For example, she prepares sensory resources in an enjoyable and exciting way, using children's current interest in dinosaurs to encourage those who are less confident to 'get mucky'.
- The childminder demonstrates an uncompromising drive to ensure that she provides the very best for children. Her systems for self-evaluation are extremely reflective. She is constantly reviewing all areas of her practice to identify areas for improvement. She thoughtfully selects relevant aspects that she learns from training, to enhance her practice even further. For example, she has introduced further assessment systems to target children's communication development more thoroughly. The childminder ensures that she repeats back any words that children mispronounce, to make sure that they clearly hear the correct pronunciation.
- Children confidently attend to their own personal needs, such as wiping their nose. As they wash their hands before snack and after playing with the sensory resources, they chat with the childminder and each other about washing germs away.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a very strong knowledge of the signs and symptoms that may suggest a child is at risk of harm. She is extremely confident in her role to safeguard children. She implements robust policies and procedures to ensure children's care and safety remain the highest priority. The childminder completes training to refresh her safeguarding knowledge, which includes wider safeguarding issues, such as radicalisation. She completes and shares an extensive range of policies and procedures with parents to ensure that children's safety and welfare are a constant high priority.

## Setting details

<b>Unique reference number</b>	107879
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10136134
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	26 January 2016

## Information about this early years setting

The childminder registered in 1998 and lives in Holmer Green, Buckinghamshire. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder holds a diploma in home-based childcare at level 3. She provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Chris Lamey

### Inspection activities

- The inspector observed the childminder interacting with children during activities. She discussed the quality of teaching and the impact this has on children's learning.
- The inspector interacted with children at various points during the inspection.
- The childminder showed the inspector around her home. The inspector looked at the range of resources available for children's use and discussed how these support children's learning.
- The inspector examined a sample of relevant documents, including evidence of the suitability of persons living in the household.
- The childminder talked to the inspector about children's learning and progress, including children's interests and next steps.
- Parents provided written testimonials. The inspector read these and took account of them.

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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