

Childminder report

Inspection date: 20 September 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from the exceptional range of highly stimulating activities that the childminder provides to help them understand the world around them. Children learn about their own and other communities. They identify trees and nature around them and learn to identify birds by their feathers. They learn superb practical skills during forest school activities. For instance, learning how to build a fire. Children develop an excellent awareness of how to manage their own safety in relation to their age. For example, knowing when it is safe to eat marshmallows that they have toasted. Older children say they 'are living their best life' and 'cooking tea on the bonfire is very cool'.

Children develop outstanding attitudes to learning. They are highly motivated and persevere when testing out their own ideas. For example, children collect shells from horse chestnut trees. They are eager to find out what is inside. They negotiate with their friends and take turns using materials in their environment, such as sticks and rocks, to try and break open the shell. Children share with others superbly saying, 'We can share'. They delight in discovering how many conkers they can find in the shells.

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

- The childminder has exceptionally clear intentions for children's learning. She consistently promotes these through her interactions. For instance, the childminder aims to widen children's vocabulary. She introduces new words superbly during children's activities. Children use precise vocabulary, such as orangutan and chimpanzee, to identify animals in books. Children learn new words when creating volcanoes during experiments. They use language that they have learned, such as 'erupt, crater' and 'lava' as they describe the process of eruption.
- The childminder helps children to develop an excellent understanding of their emotions. This helps them to express their feelings and begin to recognise when they may need help from adults. For example, children discuss the meaning of emotions, such as anxious and excited. They use facial expressions and sounds to show what it might look and sound like if they feel grumpy. Children confidently explain how they feel as they arrive at the childminder's home.
- The childminder precisely plans highly effective opportunities for children to learn how they are unique. Children talk about their own families, friends, pets and their community. They develop an excellent understanding of and respect for others. For instance, when children's family members come from another country, children identify the country on maps. They talk about the languages people speak, where they live and the differences between people who live there. This helps children appreciate diversity beyond their immediate

community.

- The childminder supports her assistant superbly during forest school holiday sessions. The childminder briefs her assistant on the planned activities and children attending. This means that she is fully prepared for the day. She understands what is planned and why, and how to deliver it. She knows which children attend and the level of prior experience they have. This helps the childminder and her assistant precisely tailor activities to each child's level of development.
- The childminder has an exemplary attitude towards continual improvement and partnership working. She seeks opportunities to enhance her knowledge, which helps her to deliver the curriculum even more effectively. For instance, the childminder learns new ways to teach children to recognise small groups of objects by sight. She liaises with other settings that children attend, to share her learning and ensure it matches their teaching methods. The childminder then uses her new knowledge to teach children these skills. To support parents, the childminder shares new methods with them, such as by providing videos and guidance notes. Parents report that these are invaluable in helping them to support their children at home.
- Children demonstrate consistently positive attitudes to their learning. For instance, they eagerly explore the herb garden and plants growing. They recognise when tomatoes are ready to pick. They confidently talk to others about how they know this and they encourage visitors to smell their herbs. Children go on to share tools and equipment with their friends. They scoop, pour and mix herbs with water, making 'mint tea' and packaging tomatoes to gift to others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extremely secure knowledge of how to keep children safe. She conducts daily risk assessments of her home. She reviews her procedures superbly to minimise any identified risk to children. The childminder has robust procedures in place to ensure that forest school activities in the local community are safe for children. For instance, children know what the emergency signal is and the childminder has a clear lost child procedure. The childminder understands her responsibilities to protect children's welfare. She has a secure knowledge of local safeguarding partnership procedures. She knows what to do should she have any concerns regarding children and in the event of an allegation.

Setting details

Unique reference number	EY562200
Local authority	Buckinghamshire
Inspection number	10190861
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Chalfont St. Giles, Buckinghamshire. She operates Monday to Friday from 12pm until 5.30pm during term time. She offers occasional holiday care. The childminder holds an appropriate childcare qualification at level 3. She works with a registered assistant, who holds a qualification at level 6. She accepts funding for the provision of free education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.

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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