

# Childminder report

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Inspection date:

22 November 2021

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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 benefit from the childminder's superb understanding of child development. They enjoy consistent and highly effective interactions which help them to make rapid progress in their learning. The childminder captures every possible opportunity to teach children new concepts. For example, children ask questions about the body. The childminder uses this opportunity exceptionally well to give children precise explanations about how our bodies work.

Children have excellent attitudes to their learning. Older children think critically and make comparisons. They eagerly find out if necklaces they make are longer or shorter than their arms. Younger children demonstrate high levels of concentration and excellent physical skills for their age. They follow the childminder's instructions superbly and persevere when learning to thread beads onto string. Very young children use their small-muscle skills to pick up beads and place them into containers.

Children develop exceptional relationships with the childminder. They benefit from superbly planned opportunities to become familiar with her before they start attending. Their eyes light up in response to her consistently warm and encouraging interactions. Children demonstrate that they feel safe and secure as they confidently explore the childminder's home. Young children learn to take their first steps. They say 'hello' and wave to visitors as they move towards toys of interest.

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

- The childminder has an exceptional attitude towards continually improving her practice. She recognises the positive impact of professional development she has completed, which relates to the different ways that children learn. For example, she fully considers patterns of repeated behaviour which help children to learn. This means that her interactions with children are of the highest quality and children become deeply engaged in their learning.
- The childminder has a superb understanding of how to develop children's early language. For instance, she focuses the curriculum on the sequence of language development from using single words to simple sentences. The childminder helps children exceptionally well to extend their language through their play. Children recognise 'a car', then 'a black car', then make links that 'daddy has a black car'.
- The childminder encourages children to be inquisitive learners. She welcomes their questions and uses her excellent subject knowledge to enhance their understanding. For example, children find out about living things, such as crickets. They observe them in their habitat and then research answers to their

own questions about them. Parents report that this promotes their children's interests in nature and they are eager to share their learning.

- The childminder develops outstanding partnerships with parents and other professionals. For instance, she carries out home visits to provide guidance and support to parents and help create joint approaches to support children's care needs. She attends meetings with parents and professionals for children with special educational needs and/or disabilities. This helps her to ensure that she is supporting them to the best of her ability.
- The childminder uses the curriculum superbly to provide real-life learning experiences in the local village. For example, children learn how to be polite and respectful as they get to know local residents. They take part in community events, including litter picking and looking after the flowers in the local churches. This helps them to develop high levels of confidence in social situations. The childminder ensures that children are active in the community. For instance, children recently shared their ideas to contribute to local play park improvements.
- The childminder is highly successful at providing rich experiences to help children develop an excellent understanding of cultures and communities beyond their own. Children learn about traditions that their peers celebrate, such as the 'Galette des Rois' tradition from France. Parents report that the childminder's provision is 'full of culture' and her approach makes their children feel 'included and special'.
- The childminder helps children to identify feelings and emotions exceptionally well. This helps them to begin to manage these in their own play. For example, children learn about being 'scared' or 'shocked' as they talk about characters in the stories that they read. Children explore these through discussion and by recreating facial expressions. The childminder helps children to learn what 'proud' means through special celebrations of their achievements. Children beam with delight as everyone claps to congratulate them when they do something for the first time.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a superb understanding of how to keep children safe. She carries out robust risk assessments to identify and minimise risks in the family home. For example, she makes adaptations to her garden to remove trip hazards. The childminder teaches children about people who help to keep them safe, such as the police. She teaches children about the importance of warning signals, such as sirens, so that they develop an understanding of how to respond to them. The childminder has an excellent understanding of local safeguarding partnership procedures. She is able to recognise signs and symptoms of abuse, including radical and extreme views or behaviours.

## Setting details

<b>Unique reference number</b>	160969
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10136312
<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 at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	7 January 2016

## Information about this early years setting

The childminder registered in 1999 and lives in Ludgershall, Buckinghamshire. She operates all year round from 6.30am to 6.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant qualification at level 3.

## Information about this inspection

### Inspector

Lisa Dailey

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector talked to the childminder about how she organises the curriculum.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector talked about how the childminder ensures that her home is safe for children. They discussed safeguarding policies and procedures.
- The inspector spoke to children during the inspection. She considered the views of parents provided in writing on the day of the inspection.

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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