

Childminder report

Inspection date:

10 November 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the childminder's safe and homely environment. Children develop excellent independence skills because they are confident and well supported. For example, older children willingly tidy up, know to wash their hands properly and put on their own shoes and coats. They display impressive levels of concentration and perseverance as they master and consolidate their skills. For example, children develop an awareness of safety as they carefully use knives to cut up fruit. Babies focus intently as they crawl towards a slide, determined to reach their goal.

The childminder and her co-childminder treat children with the highest level of respect for their own individuality. Children's behaviour is exemplary. They are fully aware of the consistently reinforced rules, and they treat one another with kindness. The childminders are excellent role models who promote very good manners and courtesy for others. For example, without prompting, children help each other and share resources.

Children settle very quickly as they form trusting bonds with the attentive childminder and her co-childminder as well as with each other. They persevere with challenges. For example, children try to transfer water from a tray into a jug. The childminder skilfully encourages them to stick with the task and offers suggestions to help them accomplish it independently. Children show immense satisfaction when they succeed.

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

- The childminder assesses children's learning meticulously and tailors a curriculum that consistently targets their next steps and ongoing progress. Activities and resources are organised extremely well. They follow the children's interests while also allowing them the opportunity to use their imagination and test their own ideas. For example, children decide to mix sand and water and carefully fill test tubes with the mixture to see what will happen.
- Partnerships with parents are exceptionally strong. Parent feedback is highly complimentary. Parents comment that the childminder goes 'above and beyond' what is expected from her. They say that the childminder is 'the oracle' as she provides such valuable information. She holds extensive discussions with parents about the well-being of children each day and shares detailed information, such as through digital media.
- Children develop excellent language and literacy skills. The childminder promotes language expertly. She extends what the children say by modelling back their words in longer sentences. They talk with confidence to share their ideas. During play, children recall stories they have read. For example, while

playing in the mud kitchen outside, they decide to make 'stone soup'. Children also develop excellent mathematical and numeracy skills. For example, young children use numbers throughout the day as they count, match and order numbers both indoors and outside.

- Children display exceptionally high levels of independence as they access activities. They follow their own interests and are engrossed in their work. The childminder makes excellent use of activities to prompt discussions about the importance of oral health. For example, children carefully squeeze toothpaste onto toothbrushes and diligently clean marks from model teeth. The childminder uses this time very effectively to engage children and develop their understanding of foods that are good for them.
- Children's health and well-being are supported tremendously well by the childminder. For example, older children confidently put on their own coats and shoes and enthusiastically help to tidy up. Children follow stringent hygiene procedures and enjoy nutritious meals and snacks. They have daily opportunities to engage in outdoor physical play and walk to places of interest in the local community, such as local parks, the library and greengrocer. The childminder is passionate about children having meaningful experiences of the world around them.
- The childminder works extremely collaboratively with her co-childminder. They evaluate the provision and strive to continually maintain high-quality teaching and learning. They are highly motivated to continue their professional development. They carry out extensive training to update and develop their already excellent teaching skills. This has significantly enhanced how they reflect on the different ways children learn and how they deliver intended learning. All children make outstanding progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. The childminder and co-childminder have attended in-depth child protection training and are confident in recognising the signs that may indicate a child is at risk of harm. They are aware of safeguarding, including the 'Prevent' duty, and understand how to identify and report concerns about a child's welfare. The childminder is familiar with which agencies to consult to support children who may be at risk. The childminder teaches children how to manage their own risks. For example, children take part in evacuation drills and learn about road safety.

Setting details

Unique reference number	EY468321
Local authority	Buckinghamshire
Inspection number	10236265
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	2 to 7
Total number of places	5
Number of children on roll	11
Date of previous inspection	2 March 2017

Information about this early years setting

The childminder registered in 2013. She works with her co-childminder in High Wycombe, Buckinghamshire. The childminder offers care from 7.30am to 6pm, Monday to Friday, throughout the year. The childminder receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Kate Robertson

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 childminder and the inspector completed a learning walk together around the areas of the childminder's setting.
- The inspector held a number of discussions with the childminder and co-childminder throughout the inspection.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The inspector observed the quality of teaching during activities, indoors and outside, and assessed the impact this had on children's learning.
- During the inspection, the inspector spoke to and interacted with the children.
- The inspector took account of the views of parents through written and verbal feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022