

# Childminder report

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Inspection date:

23 September 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 | Not applicable     |

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

### The provision is outstanding

The childminder's dedication to her role in providing exemplary care and learning experiences for children is evident in all that she does. Children thrive in her care. The secure relationships that children develop with the childminder are inspirational. Babies are very happy, confident and extremely well cared for. They relish the time they spend with the childminder. For instance, they giggle with sheer delight as the childminder talks to them and joins in with their play. Children demonstrate that they feel very safe and secure. The childminder promotes an extremely positive atmosphere in which children develop exceptionally positive values.

Children benefit from the childminder's high expectations for what they can achieve. These are initially built during the excellent settling-in process. Younger children are extremely inquisitive. They actively explore, investigate and learn how things work within the safe and highly resourced environment. For instance, they quickly realise how to push buttons on the bouncing ball and watch with delight as it bounces around the room. Babies have exceptional communication skills. They constantly babble and confidently use gestures to make their needs known. They begin to make sounds, copying words and developing their emerging language skills very quickly.

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

- Children's emotional security and well-being are central to the ethos of the childminder. Her daily routines with children centre around developing the emotional security children need for life long learning. Babies develop strong bonds with the childminder, who responds to their emerging needs with kindness and respect. Children feel immensely secure in her warm and nurturing care.
- The childminder's uncompromising understanding of children's learning and development is inspirational. The curriculum she provides children is tailored to their precise needs, interests and what they need to learn next. She implements exciting opportunities for children to build on what they know and can do, from the outset. Children become self-motivated learners, who benefit strongly from having excellent opportunities to explore and to test out their own interests and ideas.
- Partnerships with parents are highly successful. The childminder gains a wealth of information from parents about their children and uses this highly effectively, to help younger children settle seamlessly from their homes to hers. She works closely with parents and provides ideas about how children's learning can be supported at home. Parents and children speak very highly of the childminder. Parents say the childminder has a 'caring nature and always puts children's

needs first'. Older children say, 'I like coming because she is kind and caring, I do lots of activities and the food is great'. The strong partnerships with children and their families is exceptional.

- The childminder takes a very proactive approach to developing her teaching skills. She continually reflects on what she can do to improve on her practice, since her registration. She undertakes training that is targeted at improving her knowledge and how she can use this to benefit the children in her care extremely well. For instance, she has reviewed opportunities to adapt how she promotes children's interest in reading. She thinks carefully about the books she offers and how these excite and engage younger children's emerging interest in literacy and growing communication skills.
- Children have outstanding opportunities to learn about, understand and respect the similarities and differences between themselves and other people, outside of their own communities and religious beliefs. They learn about an extensive range of festivals, such as Chinese new year and Eid-al-Fitr. The childminder helps children to learn about valuing and respecting special moments within their own lives, and those of others.
- Activities the childminder provides support children's drive to explore and learn. She understands how to target areas of learning and how she can adapt her incisive teaching to further children's learning and development. For instance, she provides opportunities for babies to explore water, she adds different 'fish' and talks about the different textures, encouraging children to feel these as she names the 'bumpy' and 'smooth' skin. Babies are excited to explore and begin to babble excitedly to the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children safe. She creates a very safe and secure environment for children to play and learn in, within her home and on outings. She knows how to identify and remove or minimise risk to keep children safe. She ensures that children are supervised at all times when they are eating meals, or snacks. The childminder updates her safeguarding training to help her understand about child protection, including around wider safeguarding concerns. She knows how to identify concerns about children, including around female genital mutilation and the 'Prevent' duty, to keep children safe. She knows precisely how to act to protect children if a concern arises.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2501613                                                                           |
| <b>Local authority</b>                             | Surrey                                                                            |
| <b>Inspection number</b>                           | 10191696                                                                          |
| <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> | 0 to 10                                                                           |
| <b>Total number of places</b>                      | 4                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2018. She lives in Walton-on-Thames, Surrey and provides care Monday to Friday from 8am to 6pm, for most of the year.

## Information about this inspection

### Inspector

Tara Naylor

### 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 childminder, and has taken that into account in her evaluation of the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents and children shared their written views of the setting with the inspector.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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