

Childminder report

Inspection date: 1 May 2024

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

The childminder provides an environment where children flourish. She has an excellent understanding of the needs of the children she cares for. The childminder uses this knowledge exceptionally well to plan and provide a curriculum that challenges and engages children, as well as being ambitious for them.

Children are extremely happy and secure in the childminder's care. They demonstrate the close bond they have for her as they seek reassurance when they need support or are tired. Children eagerly interact with the childminder, who is exceptionally skilled at using these moments to build on their next developmental target or embed skills they have recently learned.

The childminder provides an incredibly nurturing and child-orientated environment, where children's learning is woven throughout their play. Her excellent interactions with children mean they deeply engage in their learning and concentrate for sustained periods given their young ages. The childminder is very attentive to their needs, supporting them to build on their personal independence, communication and physical skills exceptionally well.

Children's behaviour is excellent given their young age and they are learning to share and take turns with each other, with 'kind hands' encouraged. Children receive calm and consistent support to recognise their own feelings and learn to respect each other. The childminder has high ambitions for children and encourages them to meet their fullest potential. She is highly effective at supporting children's growing confidence and gives them time, opportunities and resources for them to consolidate and practise what they have learned. Children are making excellent progress in their learning from their individual starting points.

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

- The childminder places an extremely sharp focus on professional development. Since her registration, she has continually reflected on her practice, identified areas to improve and sought support and training to make this happen. The childminder has precisely targeted training that will specifically meet the emerging needs of children in her care and her own identified professional development. She makes excellent use of the knowledge she gains, her monitoring process and self-evaluation to ensure that what she provides for children has the greatest impact on their learning and development.
- The childminder is exceptionally dedicated and is continually striving to give children the best start in life. She demonstrates an excellent attitude to working cohesively with others to support children's learning and development. The childminder works closely with parents and other professionals. For example, she

has worked with speech therapists to support children with their speech and language development and implements physiotherapists' guidance to enhance children's mobility.

- The childminder shares a wealth of informative information about her service with parents, both in person and in writing. She provides them with detailed weekly summaries of their child's achievements, identified next steps in learning and activities they can initiate. The childminder ensures she keeps abreast of children's changing needs and swiftly implements these in a cohesive manner with parents' wishes. Parents' testimonials share how much they value her dedication, caring approach and the immense progress their children have made.
- The childminder celebrates the uniqueness of each child and their families. She provides creative ways for children to learn about other cultures, and the diversity of their local community. Children learn to respect each other's differences and respect each other. The childminder builds on this from an early age, using gentle guidance and acting as a positive role model. She encourages children to embrace new social skills extremely well, giving them meaningful opportunities to interact with others. For example, she provides regular opportunities for children to meet different people on outings and play sessions, and during trips to a local care home, where both children and adults alike enjoy each other's company.
- Children gain a positive awareness of a healthy lifestyle. They enjoy physical play and fresh air daily and have their sleep patterns met. Children learn from an early age about good hygiene practices and enjoy a varied range of healthy snacks and meals. Children have access to their water bottles and hear explanations on why they need to remain hydrated. The childminder encourages their personal independence right from when they start in her care. Children receive encouragement to help put on their coats and shoes before going out and to cut their own fruit.
- The childminder is highly aware that developing young children's communication and listening skills is important in encouraging their socialisation with others, and in them developing their play and learning. She is attentive to children's non-verbal and verbal communications with her. The childminder skilfully supports children to listen, and uses a wide range of words to develop their vocabulary. She provides children with a commentary while they are playing, introducing and repeating words and reinforcing these with actions and pictures to aid their emerging speech. Children confidently communicate their needs to the childminder and express what they want in their actions.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2658286
Local authority	Surrey
Inspection number	10333043
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	1 to 1
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Sunbury-on-Thames, Surrey. The childminder operates Wednesday to Friday, from 9am to 6pm, but is flexible. She operates all year round, except family holidays and bank holidays. The childminder holds an appropriate home-based childcare qualification and qualified teacher status. She is eligible to receive funding for children aged two, three and four.

Information about this inspection

Inspector
Anne Nicholson

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 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 they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector in their written testimonials.
- The inspector looked at relevant documentation and reviewed evidence of the childminder's suitability.

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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