

Childminder report

Inspection date: 25 April 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	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder has an exceptional understanding of how children learn and develop. She meticulously plans her curriculum to reflect the learning needs of the children she is caring for. Children thrive in her care. The childminder knows when to involve herself in children's play and when to step back and let them explore independently. She talks confidently about where children are in their learning and knows how to facilitate their learning to continually build on what they know and can do. Children's learning is naturally interwoven within the curriculum. They make inspiring progress within all areas of development. As such, children demonstrate a positive attitude to their learning. The childminder has high expectations of children's behaviour. She says 'thank you' to the children when they do something to help her, and children respond by saying, 'You're welcome.' Priority on supporting Children demonstrates that they feel immensely safe and secure in the childminder's nurturing care.

The childminder provides children with exceptional opportunities to develop their speech and language skills. Young children's language is inspiring. Children develop excellent memory skills, such as through songs. They sing songs independently and explore various stories. The childminder uses every opportunity to introduce new language concepts. For instance, she asks children to identify the 'roots' on a 'radish' that is growing in the story. The childminder prompts children to remember previous learning. Children are in awe as they talk about the acorns and the roots they can see that are growing in the childminder's home. This seamlessly helps children to consolidate their previous learning.

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

- The childminder meticulously plans her curriculum to the children she is caring for. Children thrive in her care. The childminder knows when to involve herself in children's play and when to step back and let them explore independently. She talks confidently about where children are in their learning and knows how to facilitate their learning to continually build on what they know and can do. Children's learning is naturally interwoven within the curriculum. They make inspiring progress within all areas of development. As such, children demonstrate a positive attitude to their learning.
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- The childminder ignites children's interest in early mathematical concepts. For instance, children predict how many segments the satsuma may have before they peel the fruit. They beam with pride when they count out 10 segments. Furthermore, the childminder challenges children's thinking as they learn that by cutting their cucumber into four pieces, this means that it is in quarters. Children are very confident to estimate amounts.
- The childminder promotes children's independence very well. For example, young children put their shoes and coat on before going outside to play. Furthermore, children put their aprons on, set the table for their lunch and pour their own drinks.
- Children develop a broad sense of the wider world. Carefully considered experiences support children to learn new skills. For example, children use public transport, enjoy picnics in the woodland and visit local shops. These activities are carefully targeted to provide children with a wide range of experiences that help to prepare them for their future learning. For example, children buy bus tickets and exchange money at the shops as they purchase items. These activities also help children to gain self-confidence and important life skills.
- Partnerships with parents are exemplary. Parents speak highly of the care their children receive. The childminder shares a wealth of information with the parents. This ensures that they are continually informed of the progress their children are making.
- The childminder is highly motivated. She has consistently built on her professional development since her last inspection. The childminder focuses her training on the needs of children. For example, she has accessed numerous courses on how to support children's speech and language development. The childminder recognises the impact a child's vocabulary and communication skills can have on children's all-round development. As such, she precisely plans tailored support for the individual needs of the children.

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	EY253377
Local authority	Surrey
Inspection number	10335152
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	0 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	6 June 2018

Information about this early years setting

The childminder registered in 2003 and lives in Banstead, Surrey. She operates all year round, from 8am to 6pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Kelly Lane

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 childminder.
- The inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector spoke to the children and the childminder at appropriate times during the inspection.
- An evaluation of the activities was discussed by the inspector and the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- A number of parents shared their views through written feedback, which the inspector took account of.

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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