

Childminder report

Inspection date: 6 March 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The inspirational childminder confidently implements the early years foundation stage curriculum and has extremely high expectations for all children attending. Her enthusiasm and dedication helps to create a highly stimulating and exciting learning environment for children. Young children creatively use their imagination as they play and explore with the exciting resources on offer. For example, they become engrossed in play when using straw, bricks and sticks to build houses linked to 'Three Little Pigs' story they have just read. Children's learning is fully extended as the childminder subtly joins in with their play to challenge their thinking and develop their problem-solving abilities. The childminder provides an abundance of easy to reach books to encourage children to develop a profound love and appreciation of books. They regularly share stories, cuddling together to find out what might happen next and add their own ideas and suggestions. The childminder uses an extensive range of props to enhance children's understanding. Furthermore, she encourages parents to extend their children's learning at home, as she provides books and story bags for them to share with their children. Children's behaviour is exemplary and their confidence is high. They thrive in the setting and develop extremely secure attachments with the childminder and each other. Children learn to listen to the views of others and accept and praise each other's ideas. They are highly motivated, independent and confident. Throughout the day, children remain purposefully engaged as they explore their own interests and participate in activities led by the highly skilled childminder.

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

- Meetings and home visits with new parents help the childminder to obtain an excellent understanding of children's starting points, interests and routines. The childminder stresses the importance of building on children's interests to help to provide them with the skills they need for their future learning. The childminder closely monitors children's achievements and shares these with parents and the other settings children attend. All children make excellent progress from their starting points.
- The childminder is committed to creating an exceptionally welcoming and inclusive environment. There is a strong connection to the local community, which is celebrated and strengthened through regular outings and visits. Children excitedly talk about their experiences and recall what they have learned and the places they have visited. For example, they recently visited a local farm and excitedly talk about the animals that they saw and how much they enjoyed the visit.
- The childminder has an exceptional understanding of children's individual needs and interests. She plans incredibly well and uses enriching daily activities to build on what children know and can already do. For example, the childminder joins in

with children's play, and asks questions such as what they are buying in the role-play supermarket, adding additional ideas to extend children's learning and enjoyment. Children accurately name fruits and vegetables, including kiwi, leek and aubergine, as they purchase real fruit and vegetables from their shop. As a result, children's communication and language skills and imaginative play are supported exceptionally well.

- Children readily take on challenges and persist very effectively to acquire new skills. They develop excellent mathematical skills, for example, through counting, comparing sizes and colours, talking about shapes and learning about height. For example, children predict, compare and examine how much they have grown when the childminder measures and records their height on their height charts.
- Partnerships with parents are exemplary. Parents speak highly of the care their children receive, in particular the wealth of activities and outings their children experience. They say that the childminder goes 'above and beyond' and every effort is made to involve them in their children's achievements and next steps in learning.
- Children have a superb awareness of hygiene routines and how to support their own personal needs. They show excellent levels of independence for their age. For example, young children feed themselves and use cutlery extremely well at mealtimes. Older children dress themselves suitably for the cold weather outside and confidently do up their own zips and buttons. Children thoroughly enjoy taking part in a cooking activity. They select real vegetables from their role-play supermarket and confidently peel and chop the vegetables to use as toppings when they make their own pizzas for lunch.
- The childminder is committed and passionate about continuously improving the setting. She reflects extremely well on her practice and has a strong commitment to developing her knowledge and skills. For instance, the childminder completes regular and highly effective professional development activities, such as training about reading and writing in the early years. She uses what she has learned superbly to enhance the way she teaches the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an excellent understanding of how to protect children. She regularly updates her training and has an exceptional knowledge of all aspects of safeguarding matters and legislation. The childminder confidently articulates her awareness of possible indicators of abuse. She knows the procedures to follow to ensure she can refer in a timely way. The childminder has a robust knowledge and understanding of wider safeguarding issues. She embeds British values extremely well. Children are very respectful of each other. The childminder uses her robust risk assessments, policies and procedures to promote the health, safety and well-being of the children in her care.

Setting details

Unique reference number	EY294185
Local authority	Surrey
Inspection number	10137055
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 February 2016

Information about this early years setting

The childminder registered in 2004 and lives in Caterham, Surrey. She operates during term time from 8am to 6pm, Tuesday to Friday, and during school holidays from 8am to 6pm, Tuesday and Wednesday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Allen

Inspection activities

- The inspector talked to the childminder at appropriate times during the inspection. They completed a learning walk together to explore how the childminder organises her service.
- The inspector observed the childminder's quality of teaching, and, with the childminder, she jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- A number of parents shared their views through written feedback, which the inspector took account of.
- The inspector looked at evidence of the suitability of the childminder and of persons living in the household.

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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