

Childminder report

Inspection date: 14 October 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder is nurturing and gentle in her approach and creates an exciting and welcoming environment for children. She carefully organises spaces to provoke children's curiosity. For example, children delight as they explore a basket of real vegetables that they chose from the local shop. Even the youngest children attempt to say the various vegetable names, such as 'courgette' and 'broccoli', and the childminder swiftly echoes back to children what they say. Children later have the opportunity to dig up real vegetables in the garden, cut these open to see what they look like inside and help the childminder to make fresh vegetable soup.

The childminder values each child's individual character and provides opportunities to engage children's imagination. For example, outside, she creates a fairy garden with hidden doors and fairy dust to stimulate children's curiosity. When young children show an interest, she skilfully responds and uses the opportunity to provide a narrative, encourage back-and-forth interactions and promote children's communication. The childminder provides comfort and reassurance to children when they need it. She supports children to take turns and sensitively explains how unwanted behaviours impact others. She promotes children's confidence and resilience and provides an environment where they feel secure.

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

- The childminder is extremely reflective. She regularly reviews her practice, how children are progressing and how her environment is supporting their learning. The childminder uses her reflections to plan any changes or adaptations she needs to make to ensure that she is meeting children's needs. She researches topics, such as supporting oral hygiene, and shares ideas with parents. The childminder has identified she would like to attend Makaton training to help her further her already excellent skills in supporting children's communication and language.
- The childminder knows the children very well. She makes detailed assessments of their progress and shares these with parents regularly. The childminder uses the assessments and observations she makes to plan precisely for children's next steps in learning. The targets she identifies help children build on the skills they already have and allow them to embed their knowledge and skills for their future learning.
- The childminder's curriculum is extremely well sequenced. She arranges her environment and activities to promote her aims for children's learning. For example, she is teaching children about Harvest festival. Children have donated tinned-food items to the local food bank and are learning about where fresh foods come from. The childminder explains to children how food is harvested, such as grains to provide them with their cereal for breakfast. This simple, yet

effective, explanation provides children with the information they need to extend their knowledge further.

- The childminder is very skilled at including as many areas of learning as possible in each activity, but focusing on each individual child's learning intentions. For example, when children are involved in a craft activity around colour mixing, she focuses on supporting children's communication development and colour recognition. She also thoughtfully encourages children to explore the feeling of the paint in bags, introducing new language, such as 'squeeze' and 'squidgy'.
- Children's behaviour is exemplary. The childminder consistently reminds children of the behaviour expectations. She reminds children to use 'kind hands' and uses books to help children understand what this means. For example, children listen intently to a story about being kind to others, and the childminder makes connections between the children and the characters in the story. Children offer other children their drinks when they are getting their own. The childminder shows her appreciation by hanging hearts on a small tree and referring to these as the children's acts of kindness.
- The childminder celebrates each child's experiences and encourages all children to value and respect each other. For example, she provided children with the resources that are required to grow grass in small tubs at home and at the setting. She encouraged parents to provide regular updates on this so that they could value each other's efforts. In addition, children choose a teddy to take away on holiday or have for the weekend, and when they return, the childminder provides them with a platform to share their experiences. Children are growing in confidence and are learning what makes each other unique.
- Partnerships with parents are excellent. The childminder provides parents with a wealth of information to help them to support their children at home, such as supporting children's sleep routines and toileting. The childminder has provided parents with toothbrushes and timers to help children with brushing their teeth at home. Parents report how the childminder shares what she is focusing on and supporting their children to learn next. They feel she takes the time to form strong, trusting relationships with them.

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	EY391639
Local authority	Surrey
Inspection number	10355017
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 November 2018

Information about this early years setting

The childminder registered in 2009 and lives in Walton-on-Thames, Surrey. She holds an appropriate early years qualification at level 3. The childminder operates all year round, from 7.30am to 6pm, Monday to Thursday. She provides funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- 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 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.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector took part in a joint observation.

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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