

Childminder report

Inspection date:

7 November 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 created a loving, caring and nurturing environment for children. She offers outstanding care and support and puts children's interests at the heart of her excellent provision. Working with her co-childminder, she meticulously plans a broad and balanced curriculum which motivates children to excel in all areas of learning. The childminder is loving, kind and gentle. She sets clear boundaries and routines for children which supports their understanding of what is expected of them and what is happening next. Children are mature and consistently behave exceptionally well. They are kind to each other and are good friends. Children take turns with toys without being asked and demonstrate affection to the childminder and each other.

Children make excellent progress in their learning and thrive in the stimulating environment that the childminder has created for them. The childminder provides warm encouragement to help children independently achieve, such as when putting on shoes for the first time. She acknowledges children's contributions to discussions and uses skilful questioning to establish children's existing knowledge and what they need to learn next. For example, during a craft activity the childminder stops children at intervals to recap, check their understanding and to ask further questions to further develop their critical thinking skills. She patiently listens to children as they experiment with new words, such as describing a pine cone.

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

- The childminder, alongside her co-childminder, works tirelessly to ensure she has the skills and knowledge to provide a high-quality learning experience for children. She commits herself to ongoing training and research that will positively impact the children she cares for. For example, the childminder has completed training on babies' and young children's brain development. This additional insight has allowed the childminder to precisely and effectively plan for each child's individual learning needs.
- The childminder takes children on trips to libraries, parks and local woodland. She provides rich outside experiences for children that they may not have had before. This includes experiences such as a train journey to London and a visit to the beach. Each outing is a meticulously planned educational trip where children are involved in research and learning is extended further, following children's interests. This approach ensures that children are extremely motivated and autonomous in their learning.
- The childminder is committed to delivering a fully inclusive curriculum. Children develop an understanding of the world around them and how to respect and look after it. For example, children are taught about sustainability through

recycling. The childminder encourages responsibility as she takes children on trips to the local community to help litter pick. Children learn to care for plants and vegetables in an area of the garden the childminder has provided for them.

- The childminder regularly evaluates her practice and the learning experiences she plans for children. She actively seeks feedback from parents to help enhance her already excellent provision. She continually observes children's current interests to ensure that activities and resources are captivating and relevant. Parents provide extremely positive feedback about the childminder's deep commitment to them and their children.
- The childminder finds out detailed information about children's home lives and people who are important to them. This fosters a sense of belonging in children as they recognise and hear a language that is used at home, such as French. Children enthusiastically greet the inspector by saying 'bonjour'. Postcards are sent to grandparents who live in another country and activities are centred around children's unique family set-up.
- The sound of children's laughter echoes throughout the childminder's home. She is committed to providing children with a joyful start to their early education. Children demonstrate their contentment and happiness during fun-filled and exciting activities. They form very strong bonds with the childminder and other children. Children feel comfortable expressing their needs in an environment where they feel listened to, safe and secure.
- The childminder uses highly effective strategies for children to make choices and express their preferences. Children are asked for their opinions and given opportunities to make choices about what they would like to do next and future activities. This helps children value other people's opinions and develop a sense of fairness.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY409968
Local authority	Surrey
Inspection number	10368081
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 March 2019

Information about this early years setting

The childminder registered in 2010 and lives in Epsom, Surrey. She works with a co-childminder, who lives next door. The childminder operates Monday to Thursday from 8am to 5pm. The childminder provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Tina Lambert

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 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.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to the children throughout the inspection.

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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