

Childminder report

Inspection date:

24 July 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

Children are exceedingly happy and confident with the childminder in an environment that is homely. They show a tremendously strong sense of belonging as they settle quickly, due to the childminder's sensitively planned settling-in procedures. Children are welcoming and demonstrate they feel extremely safe. They have formed wonderful attachments with the childminder. Children self-select from an extensive range of resources. They develop great imaginations and play harmoniously. They are absorbed in many real-life items, such as a china tea set and a real water pump in the role-play kitchen. This leads to children being engrossed in their play as they explore how the water pump works, filling and emptying cups.

This highly dedicated childminder plans an exceptionally broad, ambitious and extremely well-sequenced curriculum to help her to provide children with the very best start in life. She is an outstanding teacher. The childminder provides children with exceptional opportunities to develop their speech and language skills. For example, she skilfully links activities to nursery rhymes and known songs, and sings these through as they play. Children receive high-quality interactions from the childminder, but also have time to discover and explore for themselves. Young children are expert communicators and eager to join in the conversations with the childminder.

The childminder has high expectations of children's behaviour. She helps children to identify their emotions. For instance, they use a mirror to see if they are happy, sad or angry. This helps them to build on their emotional literacy and recognise other people's feelings. Children behave in an excellent manner and display kindness to their friends. For example, two-year-olds say, 'It's your turn now' as they listen to different sounds in a story book.

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

- The childminder coherently arranges and sequences children's learning to meet their characters and needs. For instance, the childminder meticulously plans table-top activities to help children develop their core muscles. Children are highly engrossed as they stand and pull toy diggers back and forward in the sand tray. Furthermore, the childminder provides children with water play. This embeds previous learning of different colours. For example, they use various coloured jugs to pour water into a matching coloured tube. Children smile with glee and are very proud of their achievements.
- The childminder monitors children's progress rigorously. She goes above and beyond in helping children and families to get the support they require. The childminder's understanding of child development is outstanding. This ensures

that she quickly identifies any gaps in children's development and implements targeted interventions. As such, all children make inspiring progress from their starting points.

- The childminder teaches children to be independent from a young age. For example, they know to wash their hands before mealtimes. Children speak with enthusiasm as they use their colour cloths to dry their hands on. Furthermore, two-year-old children learn how to use wooden knives to prepare their own snack and clear their plates when they have finished.
- The childminder teaches children to care for their environment. For example, when children finish with their water play, they carefully water the plants in the garden. The childminder has conversations with the children about the importance of the sun and water to help the plants grow. This helps them to develop a superb understanding of the wider world.
- The childminder encourages the children to play with each other, share the resources and take turns. This promotes children's positive behaviour. Children ask for their friends when they arrive at the childminder's home. They make strong friendships from an early age.
- The childminder skilfully sequences children's development of mathematical understanding and introduces it in a systematic way. She plans mathematical activities that she adapts to meet each child's stage of learning. For example, during an adult-led activity, she presents a matching activity using shapes, which expertly supports children's ages and stages of learning. Younger children count the sides of the shapes and link these to their previous learning.
- Parents provide overwhelmingly positive feedback about the childminder. The childminder shares a vast range of information with them so that they can help their children at home. Parents are extremely pleased with the progress their children have made.
- The childminder precisely focuses her professional development to enhance outcomes for the children she cares for. For example, she has recently attended training to extend her knowledge of how to support children with speech delays. This has helped her to adapt her interactions to further develop children's communication and language.

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	EY428167
Local authority	Surrey
Inspection number	10350892
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	10 September 2018

Information about this early years setting

The childminder registered in 2011. She lives in Hersham, Surrey. The childminder operates all year round, from 8am to 5.30pm, Monday to Wednesday. She receives funding to provide early education for two year-old children. The childminder holds an appropriate qualification at level 2.

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 childminder showed the inspector around the premises and discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- The inspector spoke with a parent and read parents' feedback, and took their views into account.
- The inspector observed the interactions between children and the childminder.
- The childminder evaluated children's learning with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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