

Childminder report

Inspection date: 11 February 2020

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 extremely happy and well settled in the childminder's home. They have access to a vast range of activities and resources which inspire them to explore and take part in purposeful learning. Children are highly independent and self-select their resources. Children's opportunities for learning are endless and move in directions that are truly impressive. For example, children have recently been learning about Valentines Day. This has meant that they have been looking at heart shapes and exploring their feelings regarding special people in their lives. This extended to discussion around the shape of human and animal hearts. Children had the opportunity to see and feel a pig's heart, and learned about the vessels within it.

Children have regular and interesting opportunities to explore the local community. They visit places of interest, and occasionally do this by accompanying other childminding groups. This helps them to interact positively with other children, develop their strong social skills further and become highly confident in social situations. Children are exceptionally well mannered and play incredibly well with their friends. They are happy to take turns and share toys. The childminder is an outstanding role model. She treats the children with the greatest respect and is exceptionally mindful of their needs.

Children are extremely confident communicators. The childminder skilfully adapts her level of conversations depending on the age of the child. Children thoroughly enjoy listening to stories with the childminder. The books change regularly within the environment and focus on what the current theme or children's interests are. The childminder reads a wide range of books which display not only the English language but also those from different countries, for example, books in Chinese. This successfully promotes children's knowledge and understanding of the wider world.

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

- The quality of teaching is outstanding. The childminder is successful in getting to know children extremely well. She works exceptionally hard to gather relevant information from parents about their children before they start with her. She expertly uses her knowledge of children to adapt her provision and the level of challenge she provides.
- The childminder has an excellent understanding of child development and the early years curriculum. She consistently makes highly accurate assessments of children's levels of development and plans for their next stages in learning. All children make rapid progress in their learning and are achieving above their actual age of development.

- The childminder's relationships with children are heart-warming. She treats them with the utmost respect and receives the same from them in return. Cuddles and affection between the childminder and children are endless. Children feel exceptionally secure in the childminder's home.
- The childminder is highly skilled at being able to incorporate specific areas of learning into children's play without them realising. For example, while exploring the outdoor kitchen, children confidently explained how they were making cookies and that they would take five minutes to cook. Children selected the number five, from a selection of numbers that the childminder had placed in the environment, and showed the childminder that this was how long it was going to take.
- The childminder's attitude towards self-evaluation and continuous development is awe-inspiring. She works tirelessly to ensure that she is offering the best provision she can to help support children's outstanding learning opportunities. For example, she researches numerous publications and books to discover new ways of incorporating learning into children's play.
- The childminder has exceptionally strong partnerships with parents. She communicates with them in a variety of ways to suit their needs, involves them fully in their children's learning and development and promotes further learning at home. For example, children have book bags which they use to borrow books from the childminder to read at home. Parents speak extremely highly of the childminder and the excellent care she provides for their children.
- The childminder is extremely passionate about the outdoor environment and the exciting learning opportunities it provides. She has recently achieved a specific outdoor learning qualification and further developed her garden. This has had a highly positive impact on children's engagement in learning outdoors and provided them with opportunities to learn about how to use tools, such as saws, safely.
- The childminder has developed highly effective working relationships with other settings that children attend and professionals who are involved in their development. She successfully shares relevant information to help support children's smooth transitions and their continuous learning. Health visitors in the local area have commented about the level of detail the childminder provides in her assessments and how very helpful this is for them when they are assessing the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge and understanding of her role in keeping children safe. She regularly updates her training, which provides her with a very secure knowledge of the possible signs and symptoms of abuse. She maintains an exceptional understanding of the procedures to follow should she need to respond to concerns about the welfare of a child. The childminder's written procedures are shared and discussed with parents before their children start. The childminder has a broad understanding of wider safeguarding concerns, including

the potential risk to children with regards to radicalisation and extremism. The childminder risk assesses her home and garden meticulously. She carries out regular checks, making sure children are cared for in an extremely safe and secure environment.

Setting details

Unique reference number	EY432448
Local authority	Surrey
Inspection number	10136683
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 April 2016

Information about this early years setting

The childminder registered in 2011 and lives in East Horsley, Surrey. The childminder is a qualified primary school teacher and holds qualified teacher status. She is available to work Tuesday to Friday throughout the year.

Information about this inspection

Inspector

Hannah Barter

Inspection activities

- The childminder, children and inspector took part in a learning walk around the home. The children explained what they do in each area of the house and the childminder discussed how she promotes the areas of learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the childminder's quality of teaching and interactions with children indoors and outdoors.
- The inspector viewed a range of written documentation, including self-evaluation plans, training certificates and suitability checks.
- The inspector viewed written feedback from parents to gain their views on the childminder and the service she provides.

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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