

Childminder report

Inspection date:

25 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

The childminder creates an exceptionally friendly and warm atmosphere, where children flourish and get off to a flying start. She has first-rate relationships with the children and their parents, showing interest in their home lives. She listens to the children's discussions with enthusiasm and asks appropriate questions. Past children visit and invite the childminder to birthday parties and they share significant life events with her, showing strong lasting bonds.

Children are happy and confident. They are exceptionally engaged in their learning and play. As a result, their behaviour is exemplary. The childminder gives children time to respond to questions and opportunities to try to do activities for themselves. Children become extremely independent learners. They impressively fetch their own coats and put shoes on. Children choose their own cups and fruit during mealtimes. They have the freedom to make their own choices.

The childminder is an excellent role model. She has high expectations of all children, including those with special education needs and disabilities (SEND). The childminder is exceptionally skilful at extending and consolidating children's skills needed for the next stage in their learning. Children learn about personal space and respect. Younger children strengthen their physical skills, enjoying exciting soft-play and outdoor activities. Babies develop language and listening skills through listening to the childminder who provides narratives during their activities. The childminder informs parents in meticulous detail of their child's progress and how to extend their learning at home. She listens extremely well to parents when they discuss their children, offering exemplary advice and care.

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

- The childminder has an extremely secure knowledge of how young children learn. Excellent emphasis is placed on promoting children's communication and language skills. For instance, the childminder speaks very clearly and repeats sentences that children say, using the correct pronunciation. This further embeds children's knowledge and use of spoken language.
- Children as young as two years demonstrate exceptional social skills as they play cooperatively and chat in harmony about what they are doing. When they find it harder to share and negotiate, the childminder skilfully guides them to resolve any conflicts between themselves.
- The childminder carefully plans awe-inspiring activities, indoors and outdoors, which capture children's interest and extend their learning. Children have their hand-to-eye coordination skilfully developed. For example, they place different-coloured bears into small holes in a large cog and catch small paper butterflies with tweezers. Learning is impressively embedded as the childminder skilfully

weaves mathematics into the activity. She extends learning as they count together and talk about 'more' and 'less'.

- Children show a thirst and eagerness for learning. Their interest is completely captured as the childminder reads stories with intonation and expression. They anticipate and then join in with familiar refrains and ask questions. Even very young children know how to handle books. They seek out their favourites in the book corner to 'read' for themselves.
- The childminder is passionate about providing an extremely high-quality service to children and their families. She takes a tremendously professional interest in early years issues, through personal research and wider reading. She has attended a wealth of training initiatives, which she impressively uses to provide robust support to parents.
- Children show extremely high levels of independence and self-care skills. The childminder gives them time to learn and practise such skills and routines. For example, children know that they need to wash their hands after feeding the pet guinea pigs, so they do not spread germs, and use tissues to wipe their noses.
- The childminder's meticulous tracking of children's progress means children with SEND are identified quickly and support is given. As a result, children achieve the best possible learning outcomes and their parents are fully supported.
- The childminder shares information exceptionally well with other settings. She helps to prepare children for activities at school, such as getting changed for sports and cooking lessons.
- The childminder remains highly reflective in her practice. She uses the knowledge she acquires to continually improve on what she offers. The childminder has detailed plans in place to further enhance the fantastic learning opportunities for children outdoors. For instance, she plans to make a vegetable patch so children can grow and use vegetables in their baking.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extremely in-depth knowledge of safeguarding and clearly recognises the signs and symptoms of possible abuse. She has a rigorous and robust training schedule in place to keep her knowledge of child protection and wider safeguarding issues secure. The childminder holds a valid paediatric first-aid certificate and she fully understands the dangers to children from radicalisation and extremism. She keeps meticulously detailed safeguarding information and procedures available. The childminder knows what to do if she has any concerns about a child in her care. Her home is extremely safe and children are well supervised at all times. The childminder demonstrates an excellent knowledge of how to keep children safe in the home and when outdoors.

Setting details

Unique reference number	EY439815
Local authority	Surrey
Inspection number	10136702
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	20 January 2016

Information about this early years setting

The childminder registered in 2012 and lives in Ashford, Middlesex. She operates on Mondays and Tuesdays from 8am to 6pm, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for children aged two, three and four years. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Bev Boyd

Inspection activities

- The inspector went on a learning walk with the childminder to establish how she delivers the early years curriculum for children in her care.
- Parents' views were taken into account through written testimonials and discussions.
- The inspector held discussions with the childminder and children at convenient times during the inspection.
- A range of documentation was sampled by the inspector, including evidence of the suitability of household members and certificates of training held by the childminder.
- The inspector observed the quality of teaching during activities, indoors and outside, and assessed the impact this had on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020