

Childminder report

Inspection date: 9 February 2023

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

Children love spending time at the childminder's home. They are excited to arrive and will ask parents to go on the days they are not attending. This is due to the strong bonds with the childminder. Her warm and calm approach ensures that children feel safe and secure. Young children are extremely motivated in their learning and remain engaged for substantial periods of time. They relish in their interactions with the childminder. Throughout the day, they sing songs and read stories together. This breadth of opportunities for looking at books promotes children's love of reading from an early age.

The childminder plans a highly effective curriculum to ensure that children continually build on what they know and do. They are introduced to complex words such as 'honeycomb' when looking at patterns they have made in play dough. Children talk about the patterns they have created, making links in their thinking. For example, creating indentations in the play dough and referring these as 'bubbles'. Furthermore, they learn mathematical language while playing to help them understand challenging concepts, such as height, size and position.

Children are exposed to new, rich and fascinating experiences. They learn about the world around them and their local community by visiting places such as shops, library and woodland. This provides children with real-life and diverse experiences that they may not have had before. Children are extremely well-prepared for their future life. Children are beginning to develop a sense of self and understand what makes them unique. For example, they look at themselves in the mirror and talk about the different features they have.

Children are actively encouraged to develop healthy habits. They talk about healthy foods, such as fruits and vegetables, and oral care. Children are provided with healthy snacks and well-balanced meals. They have exceptional use of the outdoors to be physically active. For instance, younger children learn to bounce independently on the trampoline to strengthen their large and small muscles. They learn to climb, jump and negotiate challenging steps with confidence. This supports children's health and well-being.

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

- The childminder has excellent knowledge of child development. She meticulously plans a curriculum in order to ensure that all children build upon what they already know and do. For example, she explains the sequence of learning to develop their hand muscles and fine motor skills to support handwriting in the future. This helps children establish solid foundations for future learning.
- The childminder uses robust and accurate assessment to monitor children's

learning and development. She has detailed discussions with parents to gather information of children's individual needs and establish their starting points. Alongside this, the childminder uses effective observation to identify areas where children may need further support. She ensures she has the up-to-date knowledge and tools necessary to make timely interventions to support children with any developmental concerns. Children make exceptional progress from their starting points.

- Quality of teaching is outstanding. The childminder expertly narrates what she and children are doing and asks purposeful questions. The childminder tactfully leaves pauses after questions so that children have time to respond with their own thoughts and ideas. As a result, children's vocabulary is rapidly expanding.
- The childminder thoroughly understands the importance of school readiness. She works closely with the local school and knows how to support children so that they are prepared for the next stage of learning as they start Reception. This supports children to achieve the best possible outcomes.
- The childminder has high expectations of children's behaviour. She demonstrates a clear focus on how she supports children in developing awareness of others. She models turn-taking and good manners extremely effectively, and children thrive on praise for their achievements. The childminder discusses her expectations for their behaviour with children, supporting their understanding of what is expected of them. Consequently, children behave exceptionally well.
- Partnerships and relationships with parents are exceptionally strong. The childminder works closely with other settings and parents to share children's progress. This ensures that children's needs are superbly met. Parents are highly complimentary about the childminder. They particularly value the vast range of well-planned activities on offer, which extend children's experiences at home. They say that they notice their children's impressive achievements while in the childminder's care.
- Through extremely successful and highly reflective practice, the childminder has identified areas that she would like to improve. She attends regular training on a variety of teaching and learning subjects and childminder networks. This is to enhance her practice with the aim of ensuring consistency in her high-quality education and care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust safeguarding and child protection knowledge. She ensures she completes the relevant training to safeguard children. Her understanding of signs and symptoms of abuse, including neglect and radical and extreme views or behaviours, is strong. The childminder is fully aware of the procedures to follow if she has concerns about children's welfare, or if an allegation is made against herself or adult household member. The childminder has robust risk assessments in place to ensure that the premises are safe and secure. She teaches children about risk and how to move about safely. This ensures all children are kept safe and learn how to keep themselves safe when in her home.

Setting details

Unique reference number	EY484802
Local authority	Surrey
Inspection number	10264821
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 5
Total number of places	4
Number of children on roll	4
Date of previous inspection	27 June 2017

Information about this early years setting

The childminder registered in 2015. She lives in Epsom, Surrey. She is open from 7.45am to 6.15pm, Monday to Friday, for 46 weeks a year.

Information about this inspection

Inspector

Shona Allerton

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 provider and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, both 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.

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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