

Childminder report

Inspection date: 21 January 2020

Overall effectiveness	Outstanding
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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 enjoy their learning immensely. They consistently benefit from fantastic opportunities to learn in their own unique ways. The highly active children adore dancing and singing sessions, where they eagerly learn the words to songs and explore ways to make different sounds to accompany the music. They make speedy progress in their physical development as they control their bodies to perform different actions. Toddlers move with increasing control and balance. Their constant exclamations of joy and happiness, such as laughing and cheering, demonstrate children's great sense of security and high levels of self-confidence.

The childminder shows huge skill in following children's individual interests and ideas to provide fantastic learning experiences tailored perfectly to their individual needs. She moves from one activity to another with fluidity, consistently building on children's learning and broadening their experiences. For example, toddlers' fascination with hats, scarves and gloves leads to an activity where they explore these items with deep intent and huge enthusiasm. They learn words to name and describe, and learn mathematical concepts as they find matching pairs of gloves and develop independence when they dress themselves in the items. Children proudly model and parade around the setting, showing off their achievements. The childminder extends children's learning brilliantly by moving on to explore sound as children work out that there is no noise when they clap when wearing gloves.

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

- Children behave impeccably. They demonstrate fantastic social skills. Toddlers engage in play together and take turns without any guidance from the childminder. For instance, they play with a ramp system, taking turns to put shapes in a slot and watching with fascination as they roll to the bottom.
- The childminder makes children's well-being her top priority. She works in extremely close partnership with parents to establish secure and effective sleeping and feeding routines and to manage any additional health needs. As a result, children have the strength and energy needed to become eager and effective learners.
- The childminder uses exemplary teaching skills to encourage the development of communication and language skills. She provides a language-rich environment in which toddlers consistently learn and use new words. For example, when teaching children how to use a pulley system in a toy garage, the childminder models the actions and accompanies them with clear words that she repeats over and over. She states 'round' as she spins the lever, 'up' as the lift moves up and 'down' as it drops. After much perseverance and reinforcement, children master the actions and begin to repeat back the words.
- The childminder promotes in children excellent attitudes towards their learning

and truly empowers them to take charge. Children consistently use resources in their own unique way and find out how to make their ideas work. They demonstrate this when they use dominoes to make a balancing beam and work out that the sides need to touch to make it fit together. They walk along proudly when they test whether it works.

- The childminder uses her extremely strong relationships with parents to develop an extensive understanding of the children. She knows about their backgrounds, experiences and interests in great detail. She uses this information meticulously to help her fully understand children's individual needs and to widen their experiences.
- The childminder reflects critically on her practice to continually enhance the outcomes for children. She looks at every interaction and thinks about how she can build on this further. For example, she plans to use children's love of winter accessories to enhance their already great social skills. The childminder consistently strives to provide the children with the best possible opportunities to thrive. She gives great thought to how to do this and adapts her practice accordingly. For example, she has made changes to the way she organises snack time and now uses this with excellent effect to help children develop the ability to sit still and to concentrate for longer periods of time.
- The childminder actively enhances her knowledge and skills to help her to continue to improve as a practitioner. She discusses how, through working with a speech therapist and carrying out her own research, she has greatly developed her ability to support children in their language development and to provide less confident speakers with additional input.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extremely confident understanding of how to safeguard children. She understands fully the signs that may indicate that a child's welfare is at risk. She knows precisely the action to follow to protect a child if she has a concern. The childminder includes children actively in implementing her robust risk assessments. Toddlers understand the risks in the setting and demonstrate that they know how to counteract these. For example, they consistently go down a step to the kitchen in the safe manner that the childminder has taught them.

Setting details

Unique reference number	EY419216
Local authority	Surrey
Inspection number	10136652
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 February 2016

Information about this early years setting

The childminder registered in 2010 and lives in Leatherhead, Surrey. She operates Monday to Thursday from 7.00am to 6.00pm. She opens all year round, except in August, when she closes for one month. The childminder has a relevant early years qualification.

Information about this inspection

Inspector

Kerry Lynn

Inspection activities

- The childminder explained to the inspector her aims and ethos and how she achieves these.
- The inspector observed children engaging in play and activities. She spoke to the childminder about the progress they have made from their starting points.
- Parents shared their views with the inspector through written testimonials.
- The inspector checked that statutory documentation is in place.
- The childminder discussed with the inspector her evaluations during observed activities and her assessments of 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.

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