

Childminder report

Inspection date: 30 January 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 feel exceptionally safe, secure and welcome in the childminder's home. They talk fondly of the childminder's family with whom they have formed fantastic friendships. Children demonstrate immense confidence as they involve themselves deeply in play that they have initiated. Babies assertively find the toys they want to play with and challenge themselves to solve problems as they do so. For instance, when playing with one shape sorter, they remove the shapes to test whether they will fit into a different sorter. They become self-motivated learners who benefit strongly from having excellent opportunities to explore and to test out their own ideas.

The childminder has an extensive understanding of each child's developmental needs and of the progress they have made. She provides excellent opportunities for children to reach their full potential by consistently challenging them to develop further. For example, when toddlers show particular confidence in their language skills, she expertly introduces more complex vocabulary to help them to describe the items they name. Toddlers demonstrate the highly positive impact of her teaching when they comment on how the hairbrush is spiky and tell the childminder that they will be gentle when they style hair as they enjoy pretending to be hairdressers.

Children develop an excellent understanding of how their behaviour can affect others and demonstrate high levels of kindness and respect towards their friends. Toddlers thoughtfully talk in a whisper when their friends are sleeping.

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

- The childminder cleverly teaches children to understand their emotions and to learn how to manage these. As a result, children learn to communicate their feelings eloquently. For instance, toddlers explore empty shampoo bottles and get a shock when a little bit of water comes out. The childminder uses her great intuition to realise that this affects their confidence, and sensitively helps them to understand that it is fine to feel shocked. The childminder engages parents considerably in supporting children's emotional development. This includes guiding them on how to minimise the effects of external factors, such as technology.
- The childminder uses exemplary teaching skills to encourage children's development. She tailors every interaction perfectly to the needs of the children. She demonstrates this in the meticulous way in which she supports children's language development. She pays huge thought to the books she shares with children to ensure they provide age-appropriate vocabulary and appeal to children's individual interests. For example, babies respond brilliantly as they

eagerly lift the flaps in books and begin to name the animals they see. Toddlers confidently discuss what is happening in stories and join in with repetitive lines with great enthusiasm.

- Children develop a fantastic sense of who they are and of what makes them unique. Throughout the day, conversations about their home lives flow. The childminder uses her extensive knowledge of their families and experiences to enable this. For example, children discuss their experiences of having their hair cut at home, and the childminder explains how others have their hair cut in salons to ensure they can compare and recognise differences in ways of life.
- The childminder has an excellent perception of what children need to learn in order to progress further. She notes where gaps in children's knowledge lie and takes highly effective action to close these. When children mistake a triangle for a rectangle, she ensures triangles are represented throughout their experiences. For instance, she provides triangular sandwiches for lunch.
- The childminder involves parents immensely in their children's learning to provide extremely high levels of consistency. She understands when changes at home may affect children's progress and takes incisive action to support them in this. For example, she sensitively prepares children for the arrival of a new sibling. The childminder provides parents with precise information about children's progress and how they can continue learning at home. This includes through providing parents with high-quality guidance on how to offer babies a wide variety of tastes and textures during the weaning process.
- The childminder shows ambition and drive to continually develop and improve her practice. She is currently enhancing her learning environment to make it even more stimulating. The childminder continues to build on her already excellent knowledge and skills to improve outcomes for children further. She has recently extended her understanding of how to provide for children's nutritional needs even more effectively and has shared this with parents to fully ensure children's welfare.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a thorough understanding of how to safeguard children. She provides children with excellent opportunities to learn to keep themselves safe. She extends this to involve other childminders and the children they care for. For example, she held a road safety day where children received highly valuable input to strengthen their understanding of crossing the road safely. The childminder fully ensures children's welfare by also sharing information with parents. For example, they were given fact sheets to inform them exactly about what the children had learned. The childminder knows precisely how to recognise if a child's welfare is at risk. She understands fully the action she should take if a concern arises.

Setting details

Unique reference number	EY433850
Local authority	Surrey
Inspection number	10136955
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	19 October 2015

Information about this early years setting

The childminder registered in 2011 and lives in Smallfield, Surrey. She operates for three days a week during term time only. The childminder has qualified teacher status. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Kerry Lynn

Inspection activities

- The childminder explained to the inspector what her ethos and aims are. She discussed how she implements these in her setting.
- The inspector observed children playing, learning and interacting with the childminder. She discussed with the childminder the progress they have made from their starting points.
- Parents provided the inspector with their views through written references.
- The inspector checked that statutory documentation is in place.
- The childminder reflected on her practice and children's learning during an activity observed by the inspector.

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