

# Childminder report

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Inspection date: 29 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children establish excellent relationships with the childminder. They are confident and independent learners and display high levels of emotional well-being during play. As a result, children feel safe and secure. The childminder is an extremely positive role model and has high expectations for children's behaviour. Children are kind and extremely polite. For example, young children say 'please' and 'thank you'. Children play harmoniously together. They share toys and resources exceptionally well, with no disputes or conflicts.

Children's experiences and needs are central to everything the childminder plans and organises. The childminder plans an exceptionally broad curriculum, following children's interests very successfully to provide stimulating and creative experiences. She demonstrates clear intent in all activities, and the learning outcomes are evident from the beginning. During a painting activity, she intends for older children to learn about colour mixing and for toddlers to explore the texture of the paint mixed with rice. These activities are challenging, which helps to motivate children to explore and learn. She makes excellent use of observations and assessments to plan for children's next steps in learning. All children make rapid progress.

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

- Children have superb opportunities to develop their mathematical thinking. For example, they use different-sized pots to collect dried 'rainbow rice'. The childminder encourages them to look at the measurement on the side of the vessel and estimate whether the contents of their full container will fit into the other-sized ones. Throughout the activity the childminder encourages them to think and consider, estimate, use new words and build on what they already know.
- Children are immersed in an environment which is language and number rich. The childminder consistently introduces them to new vocabulary. For example, children learn the names of musical instruments, such as 'castanets'. Children build excellent communication and language skills. The children know the letters of their names and, when playing in the rice, they draw their initials with precision and care, demonstrating high levels of competency in their physical skills. The childminder uses her expert teaching skills to extend children's mathematical development to the highest level. For example, while children are preparing snacks, she skilfully questions them about the process of 'one more' and 'one less'. Children relish these challenges and show excellent problem-solving skills.
- Children demonstrate that they feel positively valued and appreciated by the childminder. They actively take ownership of completing tasks for themselves.

For example, children build a very strong sense of belonging in their surroundings as they eagerly recognise their own named peg, water bottle and hand towel. Children have their own 'family book' which they can easily access. This contains photographs of their families, helping to provide comfort and a strong sense of belonging in the setting.

- Children are very well prepared for their future moves to nursery and school. The childminder shares meticulously detailed information about children's milestones with teachers. She ensures that children acquire essential skills to support their future learning, including their literacy and mathematical development.
- Parents are tremendously supportive of the childminder and show their appreciation for the level of care she gives to their children. One parent describes her as an 'exemplary childminder who our children adore'. Another parent comments that 'she plays an integral part in our children's life; she goes above and beyond her role as a childminder.'
- The childminder demonstrates an outstanding dedication to her role and an uncompromising drive to sustain excellence in all areas of her practice. She is extremely hard-working and conscientious. The childminder robustly reflects on her practice and the service she provides for parents and children. Her self-evaluation procedures are embedded in practice, and any improvements ensure that children benefit from the very best care and learning opportunities. She attends an abundance of training opportunities and engages in her own professional research to further develop her admirable knowledge and skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe and always promotes their welfare. She knows how to record and report child protection concerns, and how to manage any allegations that may be made against her. She is extremely confident about protecting children from all forms of abuse, including online dangers and extremism. She consistently updates her training and checks relevant websites for any new information and contact numbers for reporting concerns. The childminder continually reviews her procedures and policies to ensure they support her in keeping children safe.

## Setting details

<b>Unique reference number</b>	122385
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136241
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	11 July 2016

## Information about this early years setting

The childminder registered in 1993 and lives in Reigate, Surrey. She holds a recognised early years qualification at level 3. The childminder is in receipt of government funding for children aged two years. Her service is open all year round, from 8am to 5pm on Monday to Thursday.

## Information about this inspection

### Inspector

Kelly Lane

### Inspection activities

- The inspector had a learning walk of the areas of the home used for childminding purposes.
- The inspector observed the quality of teaching during activities and assessed how the childminder promotes children's learning.
- The inspector spoke with children at appropriate times during the inspection. She discussed with the childminder how she establishes effective partnerships with parents.
- The childminder discussed her self-evaluation and how she drives ongoing improvement in her setting.
- The inspector looked at evidence of the suitability of the childminder and other household members.

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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