

# Childminder report

---

Inspection date: 29 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

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

The childminder implements the early years foundation stage curriculum exceptionally well. She has an excellent understanding of her intentions for children's learning. Her robust planning focuses on children's interests and what they have already achieved. The childminder uses high-quality and purposeful interactions to engage children and support their eagerness to join in. Children have a positive attitude to their learning. They thrive in the setting. Babies' needs are incredibly well met. The childminder ensures that she adapts all activities and play so that the very youngest of children can also take part. All children demonstrate that they feel extremely happy, safe and emotionally secure.

The childminder places a strong emphasis on language and literacy. Children demonstrate a love of stories and are very confident and imaginative as they act these out. For example, young children are enchanted by their understanding of the popular classic 'The three little pigs'. They confidently sing rhymes they know, for instance, 'Who's afraid of the big bad wolf?'. They excitedly ask the childminder to knock on the door of the tent that they hide in. The enthusiastic childminder proactively enhances role play further by saying she will 'huff and puff'. Children show a very clear comprehension of the story as they respond accurately that their house fell down because it was 'made of sticks'. When later pretending to be the wolf, young children use excellent awareness of language as they recall phrases, such as 'I've got sharp teeth' and 'Big scary eyes to see you with'.

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

- The outstanding childminder has an exemplary understanding of her role and responsibilities. She is incredibly keen to continually reflect on her practice. She has highly positive partnerships in place with other childminder colleagues and meets with them regularly to exchange practice ideas in order to improve further.
- The childminder is extremely proactive in updating her skills and knowledge and has completed a wide range of training and research. This has included, for example, training to enhance skills to embed literacy. The childminder passionately acknowledges this has enabled her to enhance further the ways she incorporates story time and her ambitions for children's interest in books.
- The childminder has exceptionally secure systems to monitor the quality of children's learning. Excellent partnership working with parents enables her to gain a clear and informative picture of children's needs and emerging interests. The childminder offers children extremely interesting and challenging opportunities and activities that thoroughly prepare them for their future learning.
- Curriculum planning is purposeful. The childminder plans interesting outings and

experiences within the local community to attract children's interests and offer them awareness of diversity. This includes experiences that enhance children's engagement with the wider world. For instance, during the 'garden club', she takes part in alongside other childminders and their children. She plans extremely well-thought-out sensory play, nature trails and forest school activities. Children benefit from these wider learning experiences, gaining independence and opportunities to socialise with others.

- Children show the utmost fascination of one of their favourite stories, 'Dinosaurs love underpants'. They listen attentively and respond with confidence, showing their understanding of the popular verses. Children articulate securely what they know about the story. To broaden and deepen children's interest further, the motivational childminder plans an art and craft activity based on the dinosaur in the story. Young children skilfully show their abilities to create their own dinosaur using a range of craft materials and cut-outs of 'pants' as depicted in the story. They turn to the page in the book that shows all the 'pants', identifying 'furry' ones, and 'spotty' ones, as well as 'cape pants' and 'butterfly pants'.
- The highly responsive childminder has an incredible bond with babies. She warmly helps them to explore their surroundings and to be curious in their play. This is evident during a multi-sensory activity where she proactively gives babies the freedom to explore and discover a large selection of common everyday objects. Highly attentive and eager babies participate happily and have lots of fun, especially, for example, when finding a pan and a spoon to use like a drum.
- Children are very motivated to learn. They are consistently cooperative with each other. Children understand the importance of sharing and being kind and respectful. From a young age, children show confidence and awareness of self-control. They all have extremely warm bonds with the childminder, who is exceptionally supportive of their well-being. She is highly encouraging of children's independence, for example in regard to self-care, toileting and handwashing.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder adheres to her robust policies, procedures and risk assessments that thoroughly promote children's health, safety and well-being. These are regularly reviewed. The childminder has a secure knowledge and understanding of all safeguarding matters. She confidently demonstrates her awareness of the typical signs and symptoms that may indicate abuse. She knows the procedures to follow and how to refer in a timely way. The childminder knows the importance of being aware of families and children who could be radicalised. She embeds British values extremely well. Children are very respectful of each other.

## Setting details

<b>Unique reference number</b>	160478
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136309
<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>	0 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	16 March 2016

## Information about this early years setting

The childminder registered in 1998 and lives in Mytchett, Surrey. She operates from 7.30am to 6pm Monday to Friday for most weeks of the year. The childminder holds a professional early years qualification at level 3.

## Information about this inspection

**Inspector**  
Aileen Finan

## Inspection activities

- The inspector observed the childminder interacting with children during their play.
- The inspector spoke to children present and read written feedback from parents.
- Relevant documentation was sampled during the inspection to ascertain how the childminder is compliant with the legal requirements of the early years foundation stage.
- Discussions took place during the inspection. The childminder spoke about how she updates her skills and knowledge and how she evaluates the quality of her practice.
- The inspector sampled children's records. She spoke with the childminder about how she plans for children's learning and how she monitors their achievements.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020