

Childminder report

Inspection date: 7 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant are extremely enthusiastic, caring and nurturing. They create a wonderfully positive and homely environment, where children feel loved, cherished and valued. Children feel exceedingly happy, safe and confident and form very strong bonds with the childminder and her assistant. They are remarkably independent and thrive on being given consistent responsibilities throughout the day. For example, children proudly cut up fruit for their snack, tidy away the toys when they finish and get themselves dressed for the garden from a very early age.

The childminder has very high expectations for children and makes strong use of her interactions to guide and extend their learning. For example, she consistently counts with young children as they play and encourages children to think about the colours they see and use. However, the childminder's assistant does not always fully support children to think of their own answers and ideas.

The childminder and her assistant provide a wide range of enriching and exciting experiences for children and spend a lot of time exploring the local community. For example, children regularly visit nearby farms to learn about the animals. The childminder carefully chooses trips to support children's interests. For instance, children recently visited Lewes Castle to search for 'princesses'. This then led to children showing an interest in the rough and smooth sides of the castle walls, which has been extended by exploring further textures in the setting.

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

- The childminder and her assistant know the children very well and plan for their learning precisely. They follow children's interests closely and focus heavily on encouraging children to lead their own learning and experiences. For example, after collecting sticks on a walk in the local countryside, children enjoy using them to make marks in different situations. Two-year-olds develop their interest in mark making even further by drawing on mats on the floor, and babies join in enthusiastically, using their fingers to make dots and squiggles.
- The childminder and her assistant are highly influential role models for children and support their behaviour, positive values and respect for diversity exceptionally well. From a young age, children learn about a variety of cultures, beliefs and traditions other than their own and explore differences through exciting first-hand experiences. Children learn the importance of kindness, helping others and fulfilling responsibilities as they actively help care for the childminder's vast range of pets. For example, two-year-olds water, feed and tend to the needs of guinea pigs, cats, dogs, tortoises and lizards. Children show great concern for other living things and behave superbly well for their age.

- The dedicated childminder works hard to keep her childcare knowledge fresh and continually accesses further training and professional development opportunities. She works closely with other local childminders to share ideas, good practice and expertise and does a lot of research to enhance the provision. She has recently improved children's mealtime experiences and children now benefit from a more social occasion. The childminder and her assistant sit with children at the table and eat with them, encouraging highly engaging conversation about children's lives and interests.
- The childminder ensures her assistant attends relevant training and they spend time together talking about good practice. However, she does not supervise her assistant closely enough to identify precise areas for further improvement and achieve the highest quality of teaching. For example, the assistant occasionally gives children the answers to questions too quickly. She misses opportunities to test their understanding and encourage their thinking skills fully.
- The garden area in particular is extremely well organised, exciting and challenging. Children delight in discovering the wide range of opportunities and show an eagerness to explore water, paint and sand. Babies make excellent use of the adventurous decking area and show strong physical development as they crawl, roll over and stand on soft-play mats. All children are very active and have extensive opportunities to learn about, and benefit from, healthy lifestyles. They are highly engaged and motivated learners and quickly gain the skills needed to succeed in their next stage of education.
- The childminder is especially passionate about children experiencing awe and wonder in the world around them and inspiring their curiosity. For example, in partnership with the parents, she runs an annual '30 days wild' initiative where children complete an exciting outdoor based experience every day for a month. These range from observing insects to finding shapes in clouds and help successfully ignite children's fascination in nature.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives children's safety and welfare top priority. She continually refreshes her understanding through further training and research and ensures her assistant is fully up to date. The childminder and her assistant have a thorough knowledge of how to protect children. They fully understand how to recognise the signs that a child's welfare may be at risk, including from neglect and extremist views. The childminder and her assistant vigilantly follow their comprehensive policies and procedures and ensure their referral methods are clearly in line with local arrangements.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- monitor and support the practice of assistants more closely to help raise the good quality of teaching further, with particular regard to supporting children's thinking skills more consistently.

Setting details

Unique reference number	EY436226
Local authority	Surrey
Inspection number	10137600
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	12
Number of children on roll	15
Date of previous inspection	7 March 2016

Information about this early years setting

The childminder registered in 2011. She lives in Horley, Surrey. The childminder cares for children between 7am and 6.20pm each weekday, throughout the year. The childminder has a recognised early years qualification at level 6 and works with a registered assistant each day, who has a qualification at level 3.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- The childminder and the inspector discussed the play activities and children's learning during the inspection and jointly observed children's play.
- The inspector observed the childminder and her assistant interacting with the children and assessed the impact of teaching.
- The views and opinions of the assistant, children and parents were taken into account during the inspection.
- The inspector sampled some of the childminder's documentation, including suitability records and a selection of policies.
- The inspector was given a tour of the home by the childminder and carried out a learning walk to discuss the curriculum.

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