

# Childminder report

---

Inspection date: 6 February 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

Children thrive in the welcoming and highly stimulating environment. They show great enthusiasm as they participate in the wide range of freely accessible activities. The childminder knows the children exceptionally well, and talks to them about their home lives with interest. She plans and provides activities that reflect children's interests and challenges their learning. For example, as they share books, children identify characters and use spoon puppets to make voices for the characters. The childminder extends their interest by talking about the character's feelings and relates it to how the children feel.

The childminder is exceptionally professional and has high expectations of the children, including those with special educational needs and/or disabilities. She monitors children's development closely and evaluates the success of the curriculum in meeting their needs. For example, she identified that some children's progress in speaking and listening was not as rapid as in other areas. The childminder has reviewed the curriculum to include more opportunities for rhymes, stories and sharing books.

The childminder has dedicated space in her home to support the children's needs. Children are highly inquisitive, asking intelligent questions and listening with keen interest to the childminder's responses. The childminder is an exceptional role model for the children. As a result, the children's behaviour is exemplary.

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

- Children make exceptional progress based on their starting points. The childminder has an expert understanding of how children learn. Through accurate monitoring, she understands exactly what she needs to do to provide the best support for children's progress. For example, children who require support with their speech and language development are encouraged to blow bubbles and have sound cards with actions. This helps them develop the facial muscles to form letter sounds more effectively.
- The childminder continuously increases her knowledge through training and research. She is highly skilled in her engagements with children.
- The childminder works exceptionally hard to share her expertise with others. For example, she has set up a childminding playgroup and has formed excellent partnerships with other settings that children may attend. As a result, children make excellent progress and have smooth transitions into the next stages of their learning.
- Children have lots of fun as they join in with activities and play with their friends. They are confident in communicating with adults and with each other. They listen with excitement to stories and confidently make their own suggestions,

demonstrating a wide understanding and use of vocabulary

- Children are kind and polite, and learn to share and take turns. They develop very good relationships with their friends. They learn about how they need to adjust their behaviour to ensure they and their friends stay happy and safe. For example, children notice when they need to tidy up before they start an exciting new activity, so they don't fall over.
- Parents are fully included in children's experiences. For instance, the childminder gets to know the children and their families before they start. She provides them with well planned settling-in sessions, shared care and a comprehensive welcome pack.
- Parents receive daily feedback about activities and children's learning. The childminder gives ideas and activity packs to parents so they can continue to support children's progress at home.
- Children demonstrate high levels of confidence and are very proud of what they achieve. The childminder frequently praises children, which supports their well-being and self-esteem. She has the skills to know when to support children and when to stand back to allow them to be independent and achieve for themselves.
- Children understand how to keep healthy. For example, they take turns to pump soap onto their friends' hands to ensure they are washed clean before they eat.
- The childminder prioritises children's individual medical and dietary needs to ensure these are met at all times. She completes training and links closely with other professionals to ensure she has the knowledge and skills to respond to the children's development and medical needs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a deep and broad understanding of safeguarding policies and procedures. Her excellent understanding helps to ensure children are safe and supported well at all times. The childminder attends regular child protection training to ensure her knowledge is accurate and up to date. The childminder completes thorough checks on her home to ensure the environment is safe and secure. She also encourages children to consider how they play, to ensure they keep themselves and their friends safe.

## Setting details

<b>Unique reference number</b>	EY388894
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136544
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	21 October 2015

## Information about this early years setting

The childminder registered in March 2009. She lives in Leatherhead, Surrey and works four days a week.

## Information about this inspection

### Inspector

Bev Boyd

### Inspection activities

- At appropriate times, the inspector spoke to the children to gain their views.
- The inspector and childminder discussed her childcare practices.
- A selection of policies and procedures were sampled by the inspector.
- A joint observation was carried out by the inspector and childminder to evaluate the quality of teaching and the impact this has on children's learning.
- A learning walk was completed to ensure all areas of the home used by children are safe.

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