

Childminder report

Inspection date: 12 February 2020

Overall effectiveness	Outstanding
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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

The highly knowledgeable childminder has a first-class understanding of how children learn and develop. Children establish wonderful 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 exceptionally positive role model and has high expectations for children's behaviour. She teaches children to be kind, compassionate and respectful. Children behave very well, showing increasing levels of self-control. Children are extremely polite. For example, young children say 'please' and 'thank you' as they play harmoniously together. They share toys and resources remarkably well.

The childminder demonstrates clear intent in all activities, and the learning outcomes are evident from the beginning. Children become deeply engaged in activities that captivate their interests and develop their individual creativity. Children pour and tip coloured rice into containers. The childminder provides activities that encourage children to remember and practise what they learn. For instance, they match coloured rice to bowls, choosing to pour green rice into green bowls and red rice into red bowls. Children comment that the coloured rice is like a 'rainbow'. Children show delight as they sprinkle the rice to imitate the sound of rain.

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

- 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.
- The childminder uses her expert teaching skills to extend children's mathematical development to the highest level. She skilfully adapts activities to meet all children's needs. She seamlessly weaves early mathematical concepts into everyday activities. Children learn to count, recognise shapes and use positional language during their play. For example, older children compare size and discuss the differences between hexagons and an octagons, while younger children match squares and triangles. Children have superb opportunities to develop their mathematical thinking.
- The childminder expertly extends children's early pre-reading skills. She makes excellent use of stories and songs to capture and engage children's interest. For

example, when reading a story, she asks what is happening in the pictures. Children respond with confidence and excitement when they know the answer. Children enjoy mark making with the wide range of resources available to them and enthusiastically talk about what they have drawn.

- The childminder gives scrupulous attention to the experiences she provides for children. She focuses strongly on developing children's awe and wonder during their play.. The childminder exposes children to a broad and diverse range of experiences designed to spark their fascination with the wider world. For instance, the childminder takes children to the zoo and national parks. She provides numerous activities which she uses exceptionally well to extend and challenge children's learning and development.
- Children are very well prepared for their future, including starting nursery and school. At every opportunity, the childminder encourages children, even those who are still very young, to develop their independence. For example, she sets up a personal-care station at their level. Young children independently recognise when they need to blow their nose, fetch a tissue, dispose of it in the bin and wash their hands afterwards. This is a routine taught by the childminder stage by stage until they are able to complete the sequence by themselves.
- Partnerships with parents are exemplary. Parents are tremendously supportive of the childminder and show their appreciation for the level of care she gives their children. One parent describes the childminder's setting as 'an excellent foundation for the early years'.
- The childminder gets to know the children's individual personalities, routines and interests extraordinarily well. Promotion of positive behaviour threads seamlessly through her interactions with children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of child protection issues, including wider safeguarding concerns such as radicalisation and exploitation. She can identify the signs and symptoms which may indicate that a child is at risk of harm and knows who to contact if she has concerns about a child's safety and welfare. She is fully aware of her role and responsibilities around safeguarding, and frequently attends training to update her knowledge to keep children safe and protected from harm. The childminder teaches children about dangers and how to keep themselves safe, especially when they are out and about in the community.

Setting details

Unique reference number	121092
Local authority	Surrey
Inspection number	10136230
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 May 2016

Information about this early years setting

The childminder registered in 1994. She lives in Englefield Green, in Egham, Surrey. The childminder is available to work Monday to Thursday, from 8am to 5pm, all year round, except for banks holidays or family holidays. The childminder holds a relevant early years qualification.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The inspector conducted 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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