

Childminder report

Inspection date: 24 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

Children are extremely happy and secure. They thrive in the childminder's care. Children have developed extremely strong bonds with her and eagerly explore the stimulating environment. They have extensive opportunities to develop their early writing skills. This is illustrated as children delight in forming their name in a tray of salt.

The childminder has exceptionally high expectations of what children can achieve, and her teaching is outstanding. She plans a wealth of exciting and innovative activities and first-hand experiences across all areas of learning. These are based on the childminder's rich knowledge of the children's care and learning needs. She provides remarkable levels of challenge and helps children develop amazing concentration, knowledge, skills and language. Children have very positive attitudes to learning and clearly enjoy what they do. For instance, they persist at making miniature sandcastles with small hand tools. This helps to develop their hand-to-eye coordination and concentration.

The childminder provides excellent opportunities for children to learn about the natural world. Children delight in discussing with the inspector their recent visit to the park where they jumped in 'muddy puddles'. They are extremely familiar with routines and their behaviour is exemplary. The childminder continually reinforces rules and boundaries. Children learn how to play with others and develop excellent friendships with their peers. The childminder reads age-appropriate books to underpin children's understanding of different emotions. She teaches children about feelings, which increases their emotional literacy.

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

- The childminder securely plans for children's interests and incorporates an exciting range of books, songs and rhymes. For example, she uses stories that quickly capture children's imagination and uses them as a solid base to extend children's language and communication skills. The childminder plans a very precise and clear learning intention for activities. She places a high priority on introducing new vocabulary, ideas and concepts during her interactions.
- The childminder exposes children to a broad and diverse range of experiences designed to spark their fascination with the wider world. For instance, she takes children to the museum to see the exhibitions. She then plans extensive activities in the setting to build on what they have learned.
- The childminder is an excellent role model. She is calm and caring and discusses behaviour with children, so they understand right from wrong. Children are caring and polite. Promoting children's health and well-being is given the highest priority. All children have excellent opportunities to extend and practise their

physical skills outdoors in all weather. The childminder helps children learn that exercise is good for their health. She encourages children to move their bodies in a variety of ways, including incorporating fun yoga movements to help build on their strength and flexibility.

- The childminder has a highly reflective approach to her provision. She uses her knowledge gained from professional development opportunities to support her to implement changes. For instance, following recent training, the childminder developed a creative learning area in her home. An exciting range of craft materials are thoughtfully arranged so that children can extend their own creations. Children respond positively. For example, they select items from the shelves and purposefully add them to their pictures.
- The childminder develops meaningful relationships with parents. They regularly discuss children's progress and next steps. This helps parents to support their children's learning at home effectively. The childminder lends resources and books to parents. She also supports children with exciting life events, such as a new baby in the family. Children enjoy playing with baby dolls and pretend to feed them and change nappies. The childminder talks to the children about how they could help at home once the baby is born.
- Children are very well supported to develop their understanding of different communities, cultures, traditions and beliefs. They explore artefacts from around the world and have opportunities to hear music from other countries and to learn about different celebrations. For example, children enjoy using chopsticks to eat their noodles during a food-tasting activity.
- The childminder builds a curriculum around children's growing interests, including what they already know and can do. Mathematical language and counting are successfully included within activities. Children choose to use counting and numbers in their play, such as by counting balls of dough during a creative activity. The childminder consistently threads mathematical concepts through all her interactions with children. For example, she teaches them to think about size and order as they use dough to make different-sized worms.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places the highest priority on safeguarding. She has an excellent knowledge of child protection issues and wider safeguarding concerns. The childminder is confident in her understanding of the signs which could indicate a child is at risk of harm. She is clear about what action to take if she has any concerns about a child's welfare. The childminder is diligent in keeping her safeguarding training up to date and sourcing new information through research. For instance, she is alert to information that may impact on safeguarding concerns within the local area. The childminder is highly vigilant and conducts thorough risk assessments of her home and any outings that children take part in.

Setting details

Unique reference number	EY334744
Local authority	Surrey
Inspection number	10136468
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	3 February 2016

Information about this early years setting

The childminder registered in 2006. She lives in Stanwell, near Staines in Middlesex. The childminder operates her service all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She can accept funding for the provision of free early education for children aged two, three and four years. The childminder holds a relevant level 3 qualification.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The childminder gave a tour of her setting and discussed her practice with the inspector.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching, and assessed the impact this has on children's progress.
- Children and parents shared their views with the inspector through discussions and written evidence provided.
- The inspector checked evidence of the suitability of household members and qualifications of the childminder.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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