

Childminder report

Inspection date:

26 February 2020

Overall effectiveness

Good

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Good

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 ambitious childminder has the highest expectations for what children can achieve and has a flare for teaching. She uses her home exceptionally well to create a highly stimulating and engaging environment, where children flourish. The childminder consistently gives children all the time they need to explore their thoughts and solve problems. She is an extremely patient and thoughtful practitioner. Subsequently, children show great determination, perseverance and motivation in their learning and rapidly gain the skills they need to reach their full potential in future education.

The childminder is exceptionally caring and creates a wonderfully nurturing atmosphere, where children's uniqueness is celebrated. Children demonstrate how happy, safe and loved they feel as they spontaneously sing, giggle and dance. They absolutely adore the childminder and spending time with her is a joy. For example, they affectionately cuddle into the childminder as they listen intently to stories and delight in including her in their play and celebrating their achievements with her. For instance, after persisting through a struggle, younger children squeal with joy as they manage to pick up a pom-pom with tweezers and drop it into a cup. Children have complete confidence in their own abilities and develop extremely high levels of self-esteem.

Overall, children have a strong understanding of how to keep themselves safe. However, they are not aware of how to keep themselves safe online and how to protect themselves.

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

- The childminder is passionate about giving children a diverse set of experiences to ignite their love of learning. Children spend a lot of time exploring their local community and visiting places of interest such as National Trust destinations, role-play centres and nearby woodlands. This helps inspire children's wonderment in the world around them and instils a sense of adventure.
- The childminder knows the children's development, personalities and individual differences in immense detail. She focuses on what children love doing and gives them opportunities to explore things they may not do at home, such as cooking and messy-play activities. This creates an intense desire for children to join in with activities and children spend long periods of time fascinated and absorbed in their learning.
- The childminder is an expert teacher. She plans activities thoroughly to challenge and extend all children's learning and achieve their next steps. For example, as younger children attempt to pick up pom-poms with tweezers and count to 10, older children predict what will happen when they mix paint

colours. The childminder enthusiastically encourages children to test out their ideas and children excitedly work out that blue and red make purple. They then investigate further and discover that adding white or black paint makes colours lighter or darker.

- Children confidently talk about how to stay safe when eating, such as making sure grapes are cut in half so they do not choke. They know that red means stop and green means go, when talking about road safety. However, the childminder has not yet focused on how to support children's understanding of the potential risks involved with using the internet. Children are not fully aware of how to protect themselves online and how to get help if needed.
- The childminder is an extremely positive and influential role model for children. She constantly remains calm and gives children the time they need to hear why certain rules are important to help them understand her high expectations. Children play wonderfully well together and share their experiences with glee. They are exceptionally kind and considerate to each other and are building fun and trusting friendships.
- The childminder uses children's current experiences skilfully to prepare them for life events. For example, as children prepare for baby siblings to arrive, the childminder sets up elaborate baby role-play opportunities. Children delight in showing care and concern for baby dolls as they gently sing and rock them to sleep, feed them and put them to bed. The childminder sensitively teaches children that babies sometimes cry, and, together, they discuss why this might be. Children talk with great confidence about babies needing a dummy or a cuddle if they are tired or hungry and act out real-life experiences in their play with great imagination.
- The childminder continually refreshes and updates her childcare knowledge and gives her own professional development good priority. She completes regular training and shares a wealth of experience and expertise with a close network of local childminders. The childminder works very closely with parents to get to know children and support their learning, and parents are highly appreciative of her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant in her approach towards safeguarding the children in her care. She is confident in how to identify potential signs and symptoms of abuse and the procedures she would use to report any concerns. This helps to fully protect the welfare of all children who attend her provision. The childminder uses thorough risk assessments that she regularly adapts to keep children safe and secure when on outings in the community. She fully understands the importance of updating her knowledge to ensure she reflects changes in legislation and wider safeguarding issues in her procedures.

What does the setting need to do to improve?

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

- focus on how to teach children to recognise and manage the potential risks involved when using the internet.

Setting details

Unique reference number	EY404752
Local authority	Surrey
Inspection number	10136581
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 June 2016

Information about this early years setting

The childminder registered in 2001. She lives in Horley, Surrey. The childminder works Monday to Friday from 7.30am to 5.30pm. She receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- The inspector was given a tour of the home by the childminder and carried out a learning walk to discuss the curriculum.
- 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 interacting with the children and assessed the impact of teaching.
- The views and opinions of the 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.

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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