

# Childminder report

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Inspection date:

26 February 2020

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<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 establish exceptional 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 extremely positive role model and has high expectations for children's behaviour. Children are kind and remarkably polite. They play harmoniously together. Children share resources exceptionally well, with no disputes or conflicts. Children's behaviour is exemplary.

Children's experiences and needs are central to everything the childminder plans and organises. The childminder plans an exceptionally broad curriculum, following children's interests very successfully to provide stimulating and creative experiences. Children develop extremely well in all areas of learning. This is because the childminder has a whole-child approach to supporting children's development when she plans activities. For example, during a play dough activity, children first learn how to make the dough. They learn how to measure different ingredients, think about textures and learn new vocabulary, such as 'glycerine'. Children are in awe of mixing the food colouring with the water. They excitedly talk and watch intently at the swirling patterns. These are challenging activities which help to motivate children to explore and learn. The childminder makes excellent use of observations and assessments to plan for children's next steps in learning. All children make rapid progress.

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

- Children have superb opportunities to develop their mathematical thinking. For example, the childminder encourages them to look at the numbers on a recipe. Children estimate and count how many scoops of flour they need to fill the pot. Throughout the activity, the childminder encourages them to think and consider, estimate, use new words and build on what they already know.
- Children are immersed in an environment that is language and number rich. The childminder consistently introduces them to new vocabulary. For example, children learn the names of different countries, such as Australia. Children build excellent communication and language skills. For instance, they know the letters of their names and their friends' names. Children are confident at mark making and write for a purpose, using letters and numbers.
- Children learn about their own health and well-being. They explain in detail the importance of washing their hands before they eat. Children are extremely independent. This is illustrated as they independently tidy up without being prompted after they have finished their lunch. Children are provided with superb experiences that support their early education and knowledge of the local community and the wider world. For instance, children eagerly talk about their

recent trip to take part in a pancake race. The childminder regularly takes the children on outings, including to playgroups, the library for 'rhyme time', and to historic castles.

- The childminder gives children outstanding support to help them to learn how to manage their own emotions and behaviour. She skilfully combines very clear boundaries with very high levels of emotional support. This helps children to feel exceptionally safe and secure. Children demonstrate exemplary behaviour as a result of the childminder's calm and experienced approach.
- Parents are immensely happy with the childminder and show their appreciation for the level of care she gives their children. One parent summarised the views of many others by describing her as being a 'very kind, caring and amenable childminder'. Another parent said the childminder has a 'natural affinity towards children' and that they hold her in the 'highest regard'.
- Children are very well prepared for their future learning. The childminder shares meticulously detailed information with teachers about children's milestones. She ensures that children acquire essential skills to support their future learning, including their literacy and mathematical development.
- 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.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very broad knowledge of child protection issues, including wider safeguarding concerns. 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 or welfare. The childminder is fully aware of her role and responsibilities around safeguarding, including carrying out thorough risk assessments. She frequently completes training to update her knowledge to keep children safe and protected from harm. The childminder talks to parents about online safety and safe use of the internet, to help them develop an excellent understanding of staying safe.

## Setting details

<b>Unique reference number</b>	160440
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136307
<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>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	18 January 2016

## Information about this early years setting

The childminder registered in 2001 and lives in Ashford Common, Middlesex. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Kelly Lane

### Inspection activities

- The inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- An evaluation of the activities was discussed by the inspector and the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- A number of parents shared their views through written feedback, which the inspector took account of.

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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