

# Childminder report

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Inspection date:

26 February 2020

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## **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 inspiring childminder has extremely high expectations for all children attending. She confidently implements the early years foundation stage and has an exceptional awareness of the intentions for her activities and what she plans for children to achieve. The childminder places a strong importance on how children explore and learn about the wider world and how they build their language and gain confidence to build on what they already know and understand. They are extremely motivated to learn. Their behaviour is exceptionally good at all times. Children show that they are very happy and feel safe and secure.

Children listen attentively and demonstrate outstanding comprehension of stories from a young age. For example, they enjoy listening to the childminder read 'Owl Babies' as she provides props to hold children's interest and intrigue. Children hold the different toy owls and confidently recall their names from the story. They are incredibly knowledgeable about what is happening and that the owl babies are frightened as they think their mummy has left them. Children remember repetitive phrases, such as, 'I want my mummy'. The childminder is particularly encouraging of the ways children embed new terms to enhance their speech and communication. For example, children use and understand words such as 'swoop' and 'flap' as they discuss how the owls fly.

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

- The outstanding childminder has an extremely clear understanding of her role and responsibilities. She establishes very positive partnerships with parents and ensures she acquires important information about children prior to them starting with her. Parents are highly appreciative of the care and learning their children receive. For instance, they write in feedback that the childminder is always willing to offer advice for home learning. They add she provides a safe and happy environment with many different fun and engaging activities that children enjoy.
- The childminder offers children challenging, interesting and stimulating activities that help to prepare them extremely well for their future learning. For example, children have fun making pizzas while learning new skills, concepts and vocabulary. The extremely well-prepared childminder guides children's safety awareness. Children know the rules and expectations for using the safety knives. They show a full understanding of good hygiene routines. They understand they must wash their hands prior to preparing food. Exceptionally confident children choose toppings for their pizza, based on their knowledge of food eaten before, and try new ones, such as sweetcorn and pineapple. They look at the differences in colours between red and yellow peppers and know when they cut one in two, that is 'half'. They understand that inside the peppers are 'seeds'.

Children are inquisitive to see the changes to cheese once it is cooked and has 'melted'.

- Children are incredibly respectful to each other. They demonstrate a very good awareness of their actions and why rules are in place. For instance, they know not to leave small objects on the floor now that babies are mobile and exploring their surroundings. Children show high levels of self control, for example, when learning to use scissors. The childminder warmly demonstrates the best methods as children practise these new skills that promote their physical development and dexterity. They listen as she guides them to 'squeeze' and explains the scissors 'open' and 'close'.
- The childminder helps children to be aware of the differences between people, families and communities. Children show interest and intrigue after selecting the book 'All different people' and looking at the pictures with the childminder. Proactively, the childminder sensitively explains the different clothing that the people wear and enhances children's understanding of difference and similarity in a passionate manner. The children identify the differences between boys and girls. They show high levels of interest in the pictures of the buildings that children visit. They are excited as they look at the last page of the book that depicts all the characters holding hands. They turn to each other to hold hands themselves, demonstrating their friendship and secure bonds.
- The childminder has a vast range of experience and knowledge and uses this to help the youngest of children settle in her care. She is particularly skilful at adapting activities so that babies can also join in. For example, as children make pizzas, babies sit in their highchair to watch and enjoy sensory experiences that promote their development, such as exploring jelly. Babies sit with the childminder as she reads with the older children so they too build a bond with other children attending. Babies are very curious about their sensory boxes. They show delight as they investigate the various objects and show great interest in textured papers and balls that develop their inquisitiveness and emerging senses.
- Children have exceptionally warm bonds with the childminder. They thrive in her setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an exemplary understanding of all aspects of safeguarding matters. She regularly updates her skills and knowledge to ensure she is up to date in her awareness of all legislation including, for example, in regard to the 'Prevent' duty. The childminder knows how to protect children. At inspection, she responded confidently to questions and scenarios to assess her understanding of typical signs that may indicate abuse and how to make a timely referral. She knows what to do if an allegation was made against her. The childminder adheres to her robust policies, procedures and risk assessments to promote children's health, safety and well-being effectively.

## Setting details

<b>Unique reference number</b>	120664
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136223
<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>	0 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	21 April 2016

## Information about this early years setting

The childminder registered in 1999. She lives in Farncombe, near Godalming, Surrey. During term time the childminder works Wednesday and Thursday all day and Friday mornings. During school holidays, the childminder works Wednesday to Friday all day. The childminder has an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Aileen Finan

### Inspection activities

- The inspector observed the childminder during her interactions with children.
- Written feedback from parents was read and taken into account. The childminder spoke with children during the inspection.
- The inspector spoke with the childminder about how she plans for children's learning and how she monitors their achievements.
- Relevant documentation was sampled during the inspection to ensure the childminder is compliant with the requirements of the early years foundation stage.
- The inspector spoke with the childminder to assess how she updates her skills and knowledge and evaluates her practice.

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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