

# Childminder report

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Inspection date:

28 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 childminder has extremely high expectations for all children attending. She plans enjoyable and stimulating activities to build on what children know and can already do. For example, children are fascinated by the role-play resources which support the story of 'Goldilocks and the Three Bears'. They explore porridge and use it creatively to weigh and measure and feed the bears. Children show exemplary emergent writing skills. They concentrate as they draw recognisable letters. Children have fun 'writing' shopping lists and begin to learn early literacy skills. They are highly motivated and demonstrate extremely positive attitudes to learning.

The childminder is consistent in the messages she gives to children. She works extremely well with parents to have a shared approach to children's care and development. Children have a clear understanding of her expectations. They behave impeccably. Children very quickly learn how to manage their own conflicts and learn to play harmoniously. Children are very happy and demonstrate how they feel extremely comfortable and safe in the childminder's care. They have exceptionally strong bonds with the childminder and each other. For instance, they cuddle her, and each other. The childminder is an excellent role model. Children thrive on the descriptive praise they receive that helps them to understand what they are doing well.

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

- Children learn about routines extremely well. Older children act as very good role models for the younger children. For instance, during games, children learn to follow simple rules and to take turns. Children show high levels of respect for each other and use kind words and manners. They begin to understand the consequences of their behaviour and how it can affect others.
- The childminder supports children's learning during daily activities extremely well. This is evident at snack time where children have cups printed with water scenes, which prompts conversation to build on their excellent vocabulary. The childminder names a boat that goes under the water as a 'submarine' and explains that a 'skipper' is someone who is in charge of a boat. The childminder uses every opportunity to continue children's learning exceptionally well.
- The childminder fosters children's love of books. Children are enthralled as she uses exaggerated tones and different voices to make a story come to life. She reads about a spider spinning a web and uses highly descriptive language, such as 'connecting', 'design' and 'beautiful'. Children learn about the different places animals live. The childminder teaches them that ducks live in a pond and that a river can be fast flowing. They learn how cows are milked and how sheepdogs are taught to 'round-up' sheep. Children have lots of opportunities to make links

to the outside world and delight in the world around them.

- Children readily take on challenges and persist in acquiring new skills. This is evident as they are engaged in building towers. They develop their mathematical skills excellently through counting, comparing sizes, talking about shapes and learning about various colour shades. For instance, the childminder explains that 'dark red' is called 'wine' or 'burgundy'. The childminder helps children to develop very good hand-to-eye coordination. Children make pretend pancakes and use tweezers to put pom-pom decorations on them. They are enthused and curious to explore the many activities the childminder has to offer.
- Children enjoy a wealth of opportunities to visit different places and take part in activities within their local community. They excitedly talk about their experiences and recall what they have learned. They go on river walks, visit parks, the local pet store, the library, music clubs and other childminders. Children have many opportunities to practise their social and physical skills.
- The childminder is committed and passionate about continuously improving her setting. She ensures that her professional development is ongoing. For example, she undertakes regular online training to broaden her already extensive knowledge. She has a very good understanding of how children learn and uses this knowledge to support individual children very well.
- The childminder's teaching skills are excellent. This is demonstrated well when children begin to correctly match numbers to quantities. They begin to apply the principles of simple addition and subtraction from a young age. Children are extremely well prepared for their future learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard the children she cares for. She has an exemplary understanding of the signs and symptoms of possible abuse and the procedures to follow to make timely referrals. The childminder ensures that she updates her training and knowledge in respect of all safeguarding matters and legislation. This includes wider safeguarding issues. She proactively embeds British values. The childminder adheres to and regularly reviews her robust policies and procedures. She completes rigorous risk assessments in her home and on outings, and swift action is taken to minimise any hazards.

## Setting details

<b>Unique reference number</b>	EY287440
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10137046
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	27 April 2016

## Information about this early years setting

The childminder registered in 2004 and lives in Walton-on-Thames. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for three-year-old children. She has a level 3 diploma in Montessori teaching.

## Information about this inspection

### Inspector

Susan Allen

### Inspection activities

- A learning walk was conducted with the childminder to understand how the early years provision and the curriculum are organised.
- The childminder and the inspector carried out a joint observation together.
- Discussions were held with the childminder, parents and children at appropriate times throughout the inspection.
- The inspector discussed children's development and the arrangements to meet the safeguarding and welfare requirements with 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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