

Childminder report

Inspection date:

28 February 2020

Overall effectiveness

Outstanding

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 is passionate and completely dedicated towards the outstanding level of care she provides. Children have extremely trusting and strong bonds with her and are very happy and contented. The childminder completely supports children to very quickly build a firm sense of belonging. Children's behaviour is exceptional. They manage their own feelings and emotions with increasing maturity. For example, children effortlessly find solutions together to problems they encounter, such as when they wish to use the same resources.

Children are highly motivated to join in with the exciting activities the childminder plans for their learning. They show determination and perseverance as they practise and master new skills. Children's interests and next steps in learning are weaved seamlessly into the experiences they take part in. For instance, as children play in the home corner area pretending to cut wooden fruit pieces, the childminder uses these opportunities to introduce more complex mathematics. Children are learning about quantities and to estimate as they subtract items and count the remaining objects correctly. The childminder encourages children to build high levels of self-esteem and confidence in their own abilities and independence. Children relish making their own choices in their play and this helps them to be highly curious and enthralled learners.

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

- The childminder is diligent in how she observes and assesses children's development. She is quick to identify potential gaps or further challenges that children may require. Children make very good progress and the next steps for their learning are thoughtfully introduced to help them to reach their fullest potential.
- Children have rich and meaningful opportunities to help them to build an early awareness about others in the community around them. For example, the childminder takes the children on outings to the local residential care home. The children have built high levels of empathy and are learning to be caring and responsive to the needs of others. For instance, the childminder and the children are using sign language that they have been learning to interact with some of the non-verbal residents, which helps children to build confidence in their increasing abilities.
- The childminder provides optimal challenges for children to build excellent communication and language skills. Children use an exceptionally wide range of words and vocabulary, and are highly confident in expressing their own ideas and suggestions as they play and learn. The childminder involves children in more in-depth discussions during which children have time to respond to build on their commendable recall and memory skills. The childminder has also

prioritised this area in how she meticulously plans for her own professional development. For example, the childminder has attended a course that has helped her to focus more intently on how she supports and encourages the language development of children.

- Partnerships with parents are impressive and they think very highly of the childminder and the optimal challenges she provides for their children. The childminder places a great deal of attention on the ways in which she shares information and how she updates parents on their children's successes and achievements. The childminder values the importance of providing a diligent and consistent joined-up approach with other settings that children attend, to support their future learning and progress.
- Children have access to an inspiring range of books that help them to build on their early literacy skills. The childminder is highly skilled in how she can also promote children's understanding about the differences and similarities in themselves and others through a love of stories. For example, children eagerly explore how to use Braille by running their fingers over the bumps and learning that blind people use the sensitivity in their fingertips to read words.
- The childminder is very reflective and is precise in how she uses the process of self-evaluation to maintain the outstanding level of care and learning experiences she provides for children. She makes splendid use of the views and comments of parents and children to help to continuously make improvements and changes to complement children's progress and enjoyment.
- Children are learning about how to keep themselves healthy and to develop an exceedingly independent attitude about trying to do things for themselves. The childminder provides stimulating activities that help children to learn about people who help us. For example, children become deeply enthralled as they use resources to brush teeth in the dentist role play and use a stethoscope to listen to the childminder's heartbeat. This helps children to relate these opportunities to their own real-life experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of abuse and neglect to be aware of. She is confident in procedures she would use to report any concerns about a child's welfare. The childminder recognises the importance of keeping her skills updated and completes regular safeguarding training and research. The childminder understands aspects of wider safeguarding issues, such as how to protect children from extreme views. The childminder considers the risks in her home, garden and on outings in the community to provide safe and secure areas for children to play and explore.

Setting details

Unique reference number	153240
Local authority	Surrey
Inspection number	10136297
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	29
Date of previous inspection	6 January 2016

Information about this early years setting

The childminder registered in 2000 and lives in Guildford, Surrey. She operates all year round from 7am to 6pm, Monday to Friday. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector accompanied the childminder on a learning walk around the areas of the home used for the childminding provision. The inspector took account of the written comments from parents.
- A range of documentation was sampled, including evidence of suitability checks and training certificates.
- The inspector observed the interactions between the childminder and the children, and assessed the impact that the teaching has on their learning and development.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector spoke about her professional development and how she evaluates her provision and the current areas identified for improvement.

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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