

# Childminder report

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Inspection date: 11 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 is an exemplary role model and children behave extremely well. They willingly follow instructions and benefit from lots of encouragement. The childminder celebrates their achievements well, for example, when younger children triumphantly put their own boots on or when older children proudly do up their own zips. The childminder's positive praise helps to build on children's developing confidence and self-esteem. Children feel safe and secure and have very strong attachments to the childminder and each other. For example, children cuddle each other and say they are 'best friends'. Older children are exceedingly kind and considerate when younger children are eager to join in their games. This is evident when all children play together with toy telephones and keys and pretend to be shopkeepers.

Children join in with songs and rhymes with high levels of enthusiasm. They know the words and participate extremely confidently using different actions. The childminder supports children's literacy skills very effectively as they 'read' words from a laminated card and follow them with their fingers. She supports children's language and communication skills exceptionally well. She talks to children as they play, listens to them and thoughtfully introduces new words. For example, after a trip to the garden centre, children learn the words 'crocus' and 'daffodil'.

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

- The childminder very successfully incorporates children's interests into the activities she plans. For example, she reads from a child's favourite book. She uses props and puppets to extend the learning and then takes the activity outside to support those children who learn best outdoors.
- The childminder helps children to develop an excellent understanding of routines. This is demonstrated when children set the table for lunch, serve themselves and clear their dishes away afterwards.
- The childminder encourages children to be responsible for their own behaviour. For example, when playing, older children exchange toys with younger ones to avoid conflicts.
- Children have a wide range of opportunities to practise their physical and social skills, including through visits to the woods, garden centres, soft-play areas, parks and the library. Children are highly motivated and keen to learn.
- The childminder is extremely effective in supporting children's understanding of how to keep safe. For instance, children learn to tidy up and know that discarded toys may be a trip hazard.
- The childminder very actively seeks the views of parents and children to help her identify areas to improve. She evaluates and reflects on her practice highly effectively.

- Children learn and develop across a range of areas through very well-thought-out activities. The childminder very successfully builds on what children already know and can do, which means they are extremely well-prepared for the next stage in their learning.
- The childminder knows each child exceptionally well and skilfully adapts her practice to suit their individual needs. For example, she engages younger children highly effectively by using gestures and props, and asks older children questions, such as 'What do you think will happen next?'
- Children have incredibly positive attitudes to learning. This is evident when they persevere when they encounter difficulties, for example when putting their dolls into prams and attempting to do up the safety straps themselves. The childminder supports children's developing independence exceptionally well.
- The childminder teaches children to be extremely respectful of others. She teaches them about simple rules, including to share and to be aware of each other's differences. For instance, children learn that glasses are worn to improve eyesight. The childminder teaches children about different festivals such as Chinese New Year, Easter and Diwali. Children learn about different countries through books, role play and food tasting.
- Since the last inspection, the childminder has continued to evaluate and refine the arrangements to share information about children's progress with their parents. This has helped to develop a united approach to children's care, learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge is very secure. She demonstrates a thorough understanding of the possible signs and symptoms that may indicate a child is at risk of harm. She knows what to do and who to contact if she has a concern about a child's welfare. She is also confident about protecting children from wider safeguarding issues, such as extremism. The childminder regularly updates her training, including keeping her first-aid certificate current. She maintains a safe environment for children to play and learn in. She conducts regular risk assessments and minimises any hazards to help keep children safe.

## Setting details

<b>Unique reference number</b>	EY276332
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10137030
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	11 April 2016

## Information about this early years setting

The childminder registered in 2004. She lives in Hersham, Surrey. The childminder operates Monday to Thursday, from 7.30am to 6pm, for most of the year. The childminder receives funding for the provision of free early education for children aged three and four years. The childminder holds an early years foundation degree.

## Information about this inspection

**Inspector**  
Susan Allen

### Inspection activities

- Discussions were held with the childminder and the children at appropriate times throughout the inspection.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The childminder and the inspector carried out a joint observation together.
- The inspector sampled some of the childminder's policies, procedures and paperwork.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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