

# Childminder report

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Inspection date: 16 March 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 are very settled and clearly happy in the childminder's warm and attentive care. They laugh with obvious delight as she sings and dances with them and they snuggle in for reassurance and comfort when needed. Children are exceptionally confident as they play together with the extensive range of resources the childminder provides. They enjoy many unhurried opportunities to explore enthusiastically outdoors. Children are extremely curious and self-motivated. They display exceptionally high levels of persistence as they climb on the climbing frame and try to put on their coats. Children have very positive attitudes to their learning.

Children are very independent from a young age. They pour their own drinks and cut up fruit for their snacks. Children are remarkably caring to each other. They invite their friends to share resources and join in with their play. Children enjoy the inspiring and highly engaging activities that the childminder plans to support and extend their learning. They energetically dance, explore mark making and celebrate a diverse range of meaningful festivals. The childminder uses every opportunity that arises as children play to support their learning to the highest levels.

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

- The childminder is exceptionally passionate about her role to support children's learning. She is highly reflective with her practice and has extremely well-considered plans to maintain the outstanding quality of her practice. The childminder is remarkably proactive in seeking out and organising training to help her meet the children's needs to the highest standards and to continually develop her setting. Her assistant is equally involved and contributes to children's learning.
- The childminder's attention to detail is meticulous. She knows the children extremely well and very swiftly identifies and extends what they are interested in. The childminder enthusiastically stomps like an elephant and flaps like a bird as children enjoy pretending to be animals. Children are highly engaged and motivated as they play and learn.
- Children's behaviour is exemplary. The childminder has very high expectations of what children can do for themselves and how they should behave. She is an extremely calm and positive role model for children. They listen attentively to instructions and very swiftly respond to requests to tidy away when they have finished playing with toys. Children develop very strong friendships and bonds with each other and the childminder.
- The childminder supports children's communication effectively. She helps them to learn new words and repeats back what they say. The childminder has a strong focus on helping children learn to communicate effectively with each other. She teaches them social skills, such as turn taking and valuing each

other's opinions. Children acquire many skills to support them as they move on to the next stage in their education.

- The childminder provides children with a great range of nutritious meals and snacks. She helps children learn about developing an active lifestyle. Children enjoy many opportunities to play and learn in the fresh air at the park, in the woods and on visits to local gardens. Children have many opportunities to see different people in different places. This helps them to develop an understanding of diversity in the wider world.
- The childminder builds highly effective partnerships with parents from the outset. They comment on the 'thoughtful and varied day-to-day activities' the childminder plans in order to support their children's learning. The childminder works exceptionally well with other professionals involved with children. She ensures very high levels of continuity for children's care and learning.
- Children learn about feelings and emotions during highly engaging story times. The childminder helps children to think about what makes them happy. They enthusiastically practice yoga and take part in mindfulness activities. The childminder supports children's emotional development extremely well.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has an extensive knowledge of safeguarding. She fully understands what child protection means and knows about wider safeguarding issues, such as keeping children safe online. The childminder keeps her knowledge current at all times by reading widely and attending training. She knows what actions to take if she has any concerns about children or their families. The childminder uses her thorough risk assessments very effectively to identify and minimise hazards to children. She ensures the learning environment is clean, safe and suitable for children to play and learn in.

## Setting details

<b>Unique reference number</b>	160507
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136310
<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 6
<b>Total number of places</b>	9
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	11 April 2016

## Information about this early years setting

The childminder registered in 1995. She lives in Send, Surrey. The childminder provides care from Monday to Thursday, 8am to 6pm, all year round. On some days, she works with an assistant. The childminder receives funding for the provision of free early education for children aged two, three and four years. She holds a recognised early years qualification at level 6.

## Information about this inspection

**Inspector**  
Emma Dean

## Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the childminder. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The childminder explained how the early years provision is organised.
- The childminder and the inspector held discussions about children's learning and development.
- The inspector observed the interactions between the childminder and the children. She spoke to them at appropriate times during the inspection.
- The inspector viewed areas of the house and garden used for the care of children.
- The inspector took note of written views from parents.
- The inspector sampled documentation, including evidence of suitability checks and children's records.

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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