

Childminder report

Inspection date:

5 March 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

Children are exceptionally confident and independent. They successfully negotiate and cooperate as they play. Children are highly self-motivated to play and learn. They take a great interest in mixing colours with paint and dough. They are curious learners and display very high levels of concentration as they explore and experiment.

Children develop excellent communication skills. They are attentive and very caring to each other. Children ask each other their opinions, such as their thoughts about artwork they have completed. They listen attentively to their friends and show extremely good social skills.

The childminder has very high expectations for positive behaviour, and children's behaviour is exemplary. Children clearly demonstrate they are very happy and feel extremely safe in the childminder's care. They readily share books and confidently talk to visitors to the setting about their friends. Children develop across all areas of learning in the childminder's attentive care. They are remarkably well prepared to move on to the next stage in their education.

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

- The childminder pays meticulous attention to detail when supporting children's learning. She knows the children in her care extremely well and uses this knowledge to skilfully support children's learning. The childminder swiftly follows children's interests and plans highly engaging activities to extend their learning. Children notice blossom on the trees, for example. The childminder carefully asks children thought-provoking questions to help them develop a secure understanding of winter and spring and the changes they may see. Children think about what a bare tree means and make links to their already extensive knowledge of seasons. The childminder uses every possible teaching opportunity to challenge children's learning to the highest levels.
- The childminder builds extremely effective partnerships with parents and other settings children attend. She shares information about children's learning to ensure very high levels of consistency for children's learning. Parents comment very positively on the highly structured plans the childminder makes to support their children's learning.
- The childminder is very proactive in ensuring her early years knowledge is always up to date and that any changes made take current good practice into account at all times. She continually reflects on the quality of her setting and makes carefully considered changes that have a very positive impact on children's learning. Children enjoy taking their learning outdoors, for example, and the childminder supports this very effectively with an inspiring range of

resources.

- Children develop an extensive vocabulary. They describe paint as being 'slippy' and 'smooth'. The childminder challenges children to think of new descriptive words as they make marks. Children learn about the shapes letters make. The childminder clearly understands the steps children need to take before they start to write with pens and pencils. She ensures children have many opportunities to strengthen their hand muscles, such as playing with dough, in readiness for writing. Children persevere for long periods as they peel the backs off stickers. They demonstrate very positive attitudes to their learning.
- The childminder encourages children to be as independent as possible. They enjoy dressing up in different outfits. Children are exceptionally kind to each other and help their friends put on wings and do up fastenings. They listen attentively to requests and very swiftly comply with instructions. The childminder makes routines remarkably fun, such as asking children if they can beat the timer to tidy up. Children develop a sense of responsibility for their learning environment.
- Children particularly enjoy looking at photographs taken when they were younger. The childminder skilfully asks children to think and make links. She asks them questions to make them think about plants growing and children growing, such as considering what is the same, and what is different. Children develop an extremely good understanding of the natural world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of her role to keep children safe. She has an extensive knowledge of child protection and what actions to take if she has any concerns about children's welfare. This includes wider safeguarding issues, such as how to keep children safe online. The childminder places an extremely high focus on children's safety. She makes very effective use of thorough risk assessments to identify and minimise hazards to children. The childminder helps children develop an understanding of how to keep themselves safe. She ensures the learning environment is clean and suitable for children to play and learn in.

Setting details

Unique reference number	120684
Local authority	Surrey
Inspection number	10136224
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 March 2016

Information about this early years setting

The childminder registered in 1991. She lives in the Kingfield area of Woking, Surrey. The childminder provides care from Monday to Thursday, from 8am to 6pm, all year round. She receives funding for the provision of free early education for children aged two, three and four years. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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