

Childminder report

Inspection date: 4 March 2020

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

Children thrive in this exceptional childminding environment. The childminder's attention to detail in providing the highest-quality standards is impressive. Her commitment towards professional development and the continual, incisive reflection on her practice is excellent. Children benefit from an extremely homely and relaxed environment where their emotional needs are consistently met. Children show how comfortable and secure they feel in the childminder's care as they excitedly play games with her, converse easily in lengthy discussion and snuggle up to her for stories, comfort and support. Babies convey their needs exceptionally well. The childminder is deeply intuitive about what their different gestures and body language mean and responds immediately to their wishes. As a result, children are extremely happy and they make rapid progress in their learning and development.

The childminder works conscientiously to ensure children's well-being is continually promoted in all aspects of her practice. She consistently prioritises the needs of every child and family and skilfully adapts her service to take account of every personal preference. Parents are full of praise for the childminder and commend her expertise. One parent said: 'I still can't believe my luck at finding such a wonderful childminder 12 years ago. I'm so grateful that she continues to be part of the children's lives.'

Children's behaviour is impeccable and impressive for their age. They quickly learn acceptable boundaries and fully understand right from wrong from an early age. The childminder fully supports a happy, positive learning environment and actively teaches children how to be respectful to one another and to value one another's differences. As a result, children are exceptionally kind, courteous and caring towards each other.

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

- The promotion of children's language and communication skills is exemplary. The childminder provides an environment full of language and new vocabulary. She teaches children new words as part of their learning and repeats words to help younger children learn correct pronunciation. For example, as part of role play to support topic work, the childminder used words such as 'injection' to help younger children develop and extend their range of vocabulary and use this in their creative play.
- Teaching is outstanding. The childminder uses innovative strategies to engage children and capture their interests and concentration. Exciting topics are used to enrich children's learning and these are carefully based on what children are interested in. This means children show a real thirst for learning and are eager

to develop their knowledge. For example, following a recent topic on space, young children confidently name all the planets of the solar system and clearly remember facts they have learned in previous activities.

- Children develop exceptional skills in mathematics. Numbers and other concepts, such as size, shape and colour, are incorporated fully into all play and games. For example, as children listen to a story about the emergency services, they sort the range of vehicles they have into corresponding groups to make a set of ambulances, or boats. They then confidently count how many they have in each set and show an impressive understanding of number value.
- Babies gain significantly from watching, interacting with, and playing alongside older children. They mimic behaviours and actions they see and quickly begin to copy and develop their language skills as a result of the conversations they hear. One parent of a younger child noted: 'My child's language and knowledge of different things developed remarkably quickly when she started with the childminder, demonstrating things we hadn't expected her to be able to do at her age.' The progress younger children make in their learning is impressive.
- Children form exceptional relationships with the childminder and other children. One older child praised the childminder and noted how much being with her had impacted on her social development. She said, 'You gave me the best present – you gave me friends for life.'
- Children develop an excellent range of skills which provide them with secure foundations for their future learning. From a very young age, babies are actively encouraged to explore and to show interest and curiosity in all activities. They are freely supported to have a go and to explore and investigate their surroundings. Older children develop exceptional language and speaking skills for their age and convey their needs confidently to adults and their friends. They listen attentively, develop a broad vocabulary and make independent choices throughout the routine. As a result, when the time comes for starting school, children are enthusiastic, eager and active learners.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes meticulous precautions to keep children safe. She plans an exciting and varied range of outings and visits to enrich children's learning. Children also attend an extensive variety of groups to extend the play and learning opportunities they have. These are all thoroughly risk assessed and the childminder has stringently considered what action she would take in a variety of situations to safeguard children. She has an in-depth knowledge of the latest legislation relating to child protection and maintains appropriate records to keep children safe. Children's health and well-being is consistently promoted. They practise a range of physical activities, all under the direct supervision of the childminder and within carefully chosen, safe environments. For example, the childminder uses games and role play in the garden to teach children how to cross roads safely and be aware of potential hazards while on outings.

Setting details

Unique reference number	507546
Local authority	Surrey
Inspection number	10136326
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	1 to 12
Total number of places	6
Number of children on roll	15
Date of previous inspection	15 February 2016

Information about this early years setting

The childminder registered in 1992. She lives in Reigate, Surrey, and operates her service from Monday to Wednesday, from 7.30am until 6pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- The inspector observed the childminder teaching children during activities inside and outside, and evaluated how well this supported their learning.
- The childminder talked to the inspector about how she monitors children's learning and the progress they make.
- Written feedback provided by parents was read and taken into consideration.
- Some records were looked at, including the childminder's training certificates and reflection diary.

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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