

# Childminder report

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Inspection date:

27 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

Children thrive in this exceptionally welcoming and well-organised environment. They thoroughly enjoy being with the highly experienced childminder. Children show that they feel exceptionally happy, safe and settled in her care. For example, they climb on her lap and snuggle in for their favourite stories.

The inspirational childminder has high expectations of children. She sparks children's imaginations by adding simple additions to activities to extend their play, such as cardboard boxes with pens and story props. Children become active and excited learners as they enthusiastically investigate and discover new experiences and activities. Children flourish in the extremely homely environment. The childminder is an excellent role model. For example, she consistently uses 'please' and 'thank you', and praises young children for their achievements, promoting their self-esteem. Children's behaviour is exemplary.

The childminder knows children extremely well. Her curriculum is perfectly matched to support their needs, interests and individual learning styles. The childminder accurately assesses children's learning so that she can help them make rapid progress. She reflects on what they need and continually refreshes and updates her resources to support and motivate them. For example, when children start to show an interest in naming colours, she takes them on a visit to the aquarium to look at the different colours of the fish.

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

- There is a very strong focus on developing children's communication and language skills. Children become absorbed in looking at favourite books, talking about and pointing to the pictures. Children take part in regular singing sessions and enthusiastically pick an object out of their 'song bag'. The childminder provides excellent teaching for young children to develop their communication and language skills. Her superb eye contact and repetition of words and phrases fully support their developing language as they play, listen carefully and follow simple instructions. Children make exceptional progress in their communication and language. This prepares them fully for their future learning.
- Children routinely show enjoyment and curiosity and concentrate for long periods. For example, children enthusiastically explore the different textures of bird food. They show enormous perseverance as they pour and scoop seeds from one container to another. The childminder expertly introduces mathematical language alongside children's play, for example numbers and quantity, to promote early mathematical skills.
- Children have superb self-awareness of hygiene routines and how to support their own personal needs. Children show extremely high levels of independence

for their age. For example, young children dress themselves suitably for the cold weather outside. Children know to wash their hands when they come in from the garden. Very young children are confident within the routines.

- The childminder provides children with a wealth of opportunities to explore the wider world. For example, she takes them to visit a number of quality local community groups and historic castles. Children learn to socialise with other adults and children. They have excellent opportunities to learn about and respect the similarities and differences between people and communities.
- The childminder skilfully teaches children about emotions and uses stories to help children understand their feelings. She responds to their feelings and emotions, reassures them and talks with them in a positive way. Children flourish and their emotional and physical well-being are extremely well supported.
- The childminder monitors children's progress rigorously. The uniqueness and well-being of children are key priorities for the childminder. She is proactive in helping children and families to get the support they require, including for children with special educational needs and/or disabilities. She utilises the expertise of other professionals to enhance children's learning further.
- Partnerships with parents are exemplary. Parents speak highly of the care their children receive, in particular the wealth of activities and outings their children access. Highly successful information sharing ensures that parents are continually informed of the progress their children are making. They report on how quickly their children settled and how individual needs are fully supported.
- The childminder is passionate about high-quality childcare and works exceptionally hard to ensure this is provided. She has consistently built on her professional development. This has had a positive impact on her practice and provision. Her interactions with children are of the highest standard. For instance, the childminder accesses precise training to support children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder gives children's safety and welfare top priority. She continually refreshes her understanding through further training and research and has a thorough knowledge of how to protect children. This helps her to keep her knowledge about wider safeguarding issues updated. The childminder confidently identifies possible indicators of abuse. She knows precisely what to do should she have any concerns about a child's welfare. The childminder supervises children at all times and ensures her home is safe and secure. She fully understands how to recognise the signs that a child's welfare may be at risk, including from neglect and extremist views.

## Setting details

<b>Unique reference number</b>	120539
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136219
<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>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	23 March 2016

## Information about this early years setting

The childminder registered in 1998. She lives in Staines in Middlesex. The childminder operates all year round, Tuesday to Thursday from 8am to 6pm, except for bank holidays and family holidays. She receives funding for the provision of free early education for children aged two, three and four years. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Kelly Lane

### Inspection activities

- The inspector viewed the areas in the home used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- An evaluation of the activities was discussed by the inspector and the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- A number of parents shared their views through written feedback, which the inspector took into account.

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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