

Childminder report

Inspection date: 11 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 benefit from an exciting range of awe-inspiring learning opportunities. The childminder has an excellent understanding of children's next steps in learning. She tailors learning precisely to children's next steps and interests. For instance, children become fully absorbed in their learning. They listen intently to stories, such as 'Going to the Dentist'. They act out events in the story during their imaginative play, such as using tools to look in each other's mouths and count teeth. They recall events from the story with exceptionally high levels of detail, talking about what happened using their expanding range of vocabulary. The childminder has exceptionally high expectations. All children make outstanding progress, including children with special educational needs or disabilities (SEND).

Children are extremely confident and sociable. They are eager to talk to visitors. For example, they talk about planes they saw during their visit to the museum. The childminder expertly encourages children to make links in their learning through precise questioning. Children cooperate with others exceptionally well. This is demonstrated when they excitedly look at model teeth together and brush them clean using toothpaste and brushes.

Children are extremely happy in the childminder's care. The childminder develops strong attachments with the children, which helps them to feel safe and secure. Children learn to manage their behaviour impressively. They recognise when their choices impact on their friends and they have a strong understanding of right and wrong.

Children are extremely independent and are well prepared for their next stages in learning. They impressively manage their own hygiene. They freely choose and fetch resources and learn to recognise and write their own names.

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

- The childminder develops excellent partnerships with parents. This helps children to make impressive progress in their learning. For instance, the childminder establishes strong and open communication with parents. She finds out what children know and can do at home. To develop children's language skills further, the childminder actively promotes their love of reading with parents. Children borrow books and bring some from home to share. This highly effective partnership with parents helps all children to communicate confidently, with a rapidly expanding range of new words.
- The childminder's approach to supporting children to understand their feelings and emotions is exemplary. For example, she skilfully encourages children to talk about their changing emotions. They then plan ways to resolve problems

together. The childminder works closely with parents to embed this approach consistently. Children describe their feelings and emotions exceptionally confidently. They show high levels of respect for others and their behaviour is impressive.

- The childminder's knowledge of how to excite children to learn is outstanding. For instance, she responds swiftly to children's emerging interests. Children talk about visiting the dentist. The childminder captures this interest and plans activities to help them explore this further. Children look in their lunch boxes and consider whether any of the food may harm their teeth. They make links to healthy and unhealthy foods. They talk about their teeth and their features, such as fillings. They learn the names of different types of teeth and dentist's tools. The childminder links children's interest in teeth expertly to other areas of learning. For instance, she teaches children how to develop their hand control, precisely demonstrating how to use mirrors and tweezers to look inside each other's mouths.
- Children experience the outdoors and take part in extremely well-planned and purposeful activities. For example, they visit plane museums and science parks, which helps to extend their exceptional knowledge of the world around them.
- The children have countless opportunities to develop coordination and physical skills needed for the next stage of learning. For instance, younger children develop fine motor skills through using chopsticks to pick up noodles. Older children learn to chop, cut and grate during cooking activities, such as making fruit crumbles.
- The childminder has an excellent attitude to her own professional development. She has a continual desire to enhance her own practice. This has helped her to maintain the excellent quality of her provision. The childminder demonstrates her passion to improve even further by seeking training opportunities which help her to enhance her subject knowledge. For example, she has recently completed a range of courses to help her to identify and respond to gaps in children's learning. These have had an outstanding impact on her quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extremely in-depth knowledge of safeguarding, and clearly recognises the signs and symptoms of possible abuse. She has a rigorous and robust training schedule in place to keep her knowledge of child protection and wider safeguarding issues secure. She holds a valid paediatric first-aid certificate and she fully understands the dangers to children from radicalisation and extremism. She keeps meticulously detailed safeguarding information and makes procedures available. The childminder knows what to do if she has any concerns about a child in her care. Her home is extremely safe and children are well supervised at all times. The childminder demonstrates an excellent knowledge of how to keep the children safe in the home and when outdoors.

Setting details

Unique reference number	EY312438
Local authority	Surrey
Inspection number	10136759
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 November 2015

Information about this early years setting

The childminder registered in 2005. She lives in Staines, Surrey. The childminder operates during term time only, from 7.30am to 5.30pm, Monday to Thursday. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Bev Boyd

Inspection activities

- The childminder took the inspector on a learning walk around the setting to explain how she plans for the children's learning.
- The inspector observed the childminder's quality of teaching and they jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents provided in writing.
- The inspector checked evidence of the childminder's training and how this benefits the children and improves her provision.

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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