

Childminder report

Inspection date:

7 January 2022

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 very happy, settled and independent. They radiate confidence in a safe and secure environment and they form a close bond with the childminder. Children thrive in this stimulating and fully child-oriented environment, which provokes curiosity, creates an atmosphere of awe and wonder and makes their learning fun and engaging. They confidently explore the wealth of resources and activities, which are carefully planned to promote their independence and ensure they make rapid progress in their learning. Children's behaviour is exemplary. They learn to use manners, wait their turn and share when they want the same toys.

Children relish the time they spend outdoors. They regularly visit local gardens, parks and the canal. The childminder views this as an important part of the curriculum, as it helps children to stay healthy, learn about the outside environment and develop a sense of what is in their local community.

Children concentrate intently when using porridge to explore the texture and taste of raw and cooked oats. They persevere and develop a can-do attitude to learning as they try to pour oats from the packet. When introducing food ingredients to activities, the childminder is meticulous in ensuring they meet any allergy or dietary requirements.

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

- The childminder provides a language-rich environment, with many opportunities for children to build on their wide vocabulary. Children happily choose their favourite books to look at. They sit comfortably with the childminder while listening to the story and look at the pictures. The childminder uses props, such as puppets, to support their understanding of the story. Song cards are used to help children choose what rhymes they want to sing. The childminder strongly believes books and rhymes that children take part in, helps them to develop new knowledge.
- The childminder has an excellent understanding of what stage of development children are at in their learning. She successfully incorporates what children need to learn next into every activity. She differentiates activities for the different ages of children taking part. For example, when learning about different colours, children are encouraged to sort toys and objects into matching coloured hoops. Older children are challenged further in their learning through counting objects as they sort.
- Excellent teaching motivates children to remain highly involved, focused and engaged in all activities. For example, the childminder encourages children to explore an old handbag filled with various objects. Children listen carefully to the childminder as she describes what she can see. Children enjoy exploring the

different textures of the items as they remove them from the bag. Children become deeply engrossed in their explorations.

- Partnerships with parents are strong. The childminder shares information with them about how they can support their children's learning at home. She supports parents to help with any issues that may affect children's development and well-being. The childminder links with other professionals to seek advice for the best way to support parents with their child's development. She, therefore, ensures that children have the best possible opportunities to thrive. Parents express the highest of praise for the childminder. They recognise how children are encouraged to learn and master new skills.
- Children demonstrate that they are happy and secure in the childminder's care. They seek her out to show her objects, or just to give her a cuddle. The childminder is exceptionally attentive to children's individual needs and personal care. The childminder reads publications and ensures she is up to date on changes in curriculum. She actively searches for training online to complement her provision and care of children.
- The childminder continually talks to children, encouraging them to name objects and repeat words back to her. For example, she introduces new vocabulary and demonstrates the meaning of words using pictures and objects. Recently, the children have been learning about wildlife in the garden, and the childminder has an identification card of birds for the children to refer to when watching the tuff tray for signs of activity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a fully comprehensive knowledge of all aspects of safeguarding. She understands how to protect the children in her care from harm. This includes signs that could indicate a child is at risk of radicalisation or extreme views. She understands the local procedures to follow if she has a concern about a child. The childminder makes sure her home is safe and secure for children. She makes sure that things are thoroughly cleaned. When children use play dough, she provides individual balls for children to use exclusively for themselves. This helps to make sure that germs do not get passed on.

Setting details

Unique reference number	EY350303
Local authority	Surrey
Inspection number	10108650
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	11 March 2015

Information about this early years setting

The childminder was registered in 2007. She lives in Woking, Surrey. The childminder operates all year round, from 8am to 6pm Tuesday to Thursday, and 8am to 4pm on Friday. The childminder is a qualified primary school teacher.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The inspector took account of parents written views that they left for the inspection.
- The inspector looked at a selection of documentation and checked the suitability of persons living in the household.
- The childminder and inspector discussed the curriculum and the impact of activities on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022