

# Childminder report

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Inspection date: 24 January 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children benefit from the childminder's high expectations for what they can achieve. Younger children are extremely inquisitive. They actively explore, investigate and learn how things work within the safe and highly resourced environment. Children have tremendous fun with the childminder as they play and learn. The childminder inspires children to have a fabulous sense of awe and wonder. For instance, children learn about the life cycle of a caterpillar through stories and play. After discovering the caterpillar had grown into a butterfly, children explore paint to recreate symmetrical wings. The children make exceptional progress through highly effective interactions with the childminder.

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's behaviour is exemplary. They learn to use manners, wait their turn and share toys. Children share books with Snoopy, the pet dog, taking time to select a book that they think she will enjoy and carefully putting it by her bed.

The childminder has an extensive understanding of how young children learn. She applies this skilfully to her decisions about what to teach the children. Children learn to be persistent in their activities, such as fitting jigsaw pieces into the slots. They listen to explanations about turning the pieces round until they are successful. The childminder uses information from parents, alongside focused observations and assessments, to create an engaging learning environment, both indoors and outdoors.

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

- The childminder's uncompromising understanding of children's learning and development is inspirational. The curriculum she provides children is tailored to their precise needs, interests and what they need to learn next. She implements exciting opportunities for children to build on what they know and can do.
- Children become self-motivated learners, who benefit from having excellent opportunities to explore and to test out their own interests and ideas. For example, after playing a tongue drum, children explore using the beaters on upturned steel bowls from the mud kitchen. They listen to the variety of sounds made by different instruments and form opinions on which sound they prefer to accompany their singing.
- Partnerships with parents are highly successful. The childminder gains a wealth of information from parents about their children. She uses this highly effectively to help younger children settle seamlessly from their homes to hers. She works closely with parents and provides ideas about how children's learning can be supported at home. Parents speak extremely highly of the childminder,

commenting that they are 'constantly in awe of what she does with the children'. They say that they can recognise learning that comes directly from the childminder.

- The childminder provides a language-rich environment, where children continually build and extend their vocabulary through stories, songs and discussion. They giggle when she sings along to songs, and are fascinated by her 'silent singing'. Children actively join in the actions to the song, watching the childminder intently for what they need to do next and whether they should be singing.
- Children relish the time they spend outdoors. The childminder takes the children to a weekly forest school, alongside trips to the local park and woodlands. The childminder views this as an important part of the curriculum. This helps children to stay healthy and learn about the outside environment.
- The childminder undertakes training that is targeted at improving her knowledge and how she can use this to the benefit of the children in her care. She continually reflects on what she can do to improve her practice, as a result children make excellent progress.
- Children have opportunities to learn about, understand and respect the similarities and differences between themselves and other people. They learn about a range of festivals, such as Chinese New Year and Diwali. The childminder helps children to learn about valuing and respecting special moments within their own lives, and those of others.
- The childminder supports children in social situations. For example, she takes children to the local toddler group, where they learn to mix with other children.
- Children demonstrate that they are happy and secure in the childminder's care. They seek her out to proudly show her their achievements and have her join their play. The childminder is exceptionally attentive to children's individual needs and personal care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role and responsibilities to keep children safe and is fully aware of safeguarding procedures. She is confident and knows what to do if she has a concern about a child. She ensures that safeguarding and the welfare of children are at the forefront of her practice. Safeguarding updates are integral to her practice with up-to-date safeguarding training completed, including in the wider aspects of safeguarding. The childminder's home is secure and well organised. She has thoroughly risk assessed her home and outdoors to minimise any hazards.

## **Setting details**

<b>Unique reference number</b>	120930
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136228
<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>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	11 January 2016

## **Information about this early years setting**

The childminder registered in 1993 and lives in Pyrford, near Woking, Surrey. The childminder's provision operates from 8am to 6pm, Monday to Thursday for most of the year. The childminder holds a childcare qualification at level 3.

## **Information about this inspection**

### **Inspector**

Amanda Harrison

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder, and has taken that into account in her evaluation of the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to a parent during the inspection and took account of written references.
- Relevant documentation was available for inspection, including policies and procedures, first-aid qualifications and suitability checks.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The childminder and the inspector carried out a learning walk together. The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting, plans activities for children and keeps them safe.

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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