

Childminder report

Inspection date: 10 March 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children feel safe and show high levels of confidence and independence as they lead their own play. They demonstrate an abundance of energy, joy and a wonderful passion for learning. Children flourish and are highly motivated to learn. They independently access a wide range of high-quality resources and activities. The childminder and her assistants put a lot of thought into the planning and preparation of the exceptional indoor and outdoor environments, giving careful consideration to the interests of the children. Children have tremendous fun as they 'run fast' to show the inspector how well they can run, while carefully supporting younger children to take part. Children are extremely well mannered and demonstrate their exceptional understanding of how to behave sensibly and with kindness. Children effortlessly say please and thank you as they share and take turns.

Children learn about a range of fascinating topics. For example, they know that as a caterpillar turns into a butterfly it is called 'metamorphosis' and they share their exceptional knowledge with the inspector, telling her that 'giraffes' can only make one sound.

Children benefit from a childminder and her assistants who are highly successful at empowering children to succeed. Children are very eager to get involved in anything the childminder and her assistants offer them from the abundant range of resources they provide.

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

- The childminder provides children with rich and varied opportunities, to broaden their knowledge of the local community and to appreciate and respect the diversity of others. Children relish story time about Diwali and listen attentively as the childminder reads to them. They learn new words such as 'Rangoli' and excitedly tell the childminder 'that's a pattern'. Children's ever-growing interests in the world around them are superbly promoted. Children confidently use interactive screens and programmes, which are strictly monitored for suitability. Children learn about the difference between a shark and a dolphin and learn about outer space as they name the planets.
- The childminder and her assistants sensitively support children to develop excellent communication skills. They use innovative activities to encourage children to pronounce their words correctly. For example, children bury toy bugs in the sand and are challenged to find the correct bug as they repeat difficult vocabulary, such as 'millipede' and 'centipede'. Older children are extremely courteous to younger children. They enable the younger children to join their activity at the sand tray as they pass them handfuls of sand to include them. All

children make rapid progress. They show high levels of enthusiasm and sustained interest during activities.

- Parents have high regard for the childminder and appreciate the excellent levels of communication. Parents comment on how they have built up trusting relationships between themselves and the childminder and her assistants. Parents describe the childminder's setting as 'very homely,' and say their children often 'bring home examples of their work'. This often leads to requests for children to replicate the activity at home.'
- The childminder very skilfully follows children's home routines to further promote their sense of security. For example, younger children sleep comfortably according to their individual needs. When they wake up, they hold out their arms for a hug and visibly enjoy the comfort of the childminder.
- The childminder has first-class systems for reflecting on her practice, which includes seeking the views of her assistants, parents and children. She accesses extensive online information, attends conferences, undertakes research and uses assessment tools to monitor children's well-being.
- The childminder's and her assistants' highly effective monitoring and assessment skills enable all children, including those with special educational needs and/or disabilities, to make exceptional progress. They gather relevant information about what children know and can do to effectively plan for future learning. They use this information to carefully plan activities to meet children's individual needs. They work closely with other professionals and agencies to ensure that children who need further support get the help they need.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants prioritise children's health and safety. They undertake meticulous risk assessments, including those which help to minimise the spread of COVID-19. The childminder carefully balances her time between closely supervising children to minimise accidents and encouraging children to take appropriate risks as they play. The childminder and her assistants confidently identify signs of abuse and fully understand how to report their concerns. They access a host of information and training to support safeguarding policies, procedures and practices. The childminder ensures that her assistants have appropriate knowledge and skills to promote children's welfare, for instance through first-aid and child protection training.

Setting details

Unique reference number	EY285341
Local authority	Surrey
Inspection number	10214162
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 4
Total number of places	9
Number of children on roll	9
Date of previous inspection	11 August 2016

Information about this early years setting

The childminder registered in 2004 and lives in Mytchett, near Camberley, Surrey. She operates her service from 7.30am to 6pm on Monday to Friday, for most of the year. She works with her husband and daughter as assistant childminders.

Information about this inspection

Inspector
Chris Lamey

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 provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the childminder and considered the learning environments outside and inside.
- The inspector assessed the impact of the quality of interactions and the learning opportunities the childminder and her assistants provide children.
- Written documentation was reviewed. This included suitability of the childminder and her assistants, safeguarding and child protection policies and procedures.
- During the inspection the inspector spoke to the childminder, her assistant and children at convenient times and considered their views.
- The inspector reviewed written feedback from parents during the inspection and took account of their views.
- The inspector completed a joint evaluation of an activity with the childminder.

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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