

Childminder report

Inspection date:

11 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder is completely dedicated and passionate towards providing an outstanding provision for the children in her care. Every effort is taken to ensure that children settle quickly and build a strong sense of belonging. As such, children have developed exceptionally strong bonds with both the childminder and her assistant. Children are wholeheartedly welcomed into the setting as special individuals who are celebrated for their own unique characters. Children are very safe and secure. They show commendable independence in their own self-care skills and in working and sharing exceptionally well with their peers. Children are extraordinarily patient and kind and their behaviour is exemplary. Children persevere in tasks and display impressive concentration skills. They are enthralled and enthusiastic learners. They have high levels of self-esteem and confidence in their own abilities and capabilities. Children thrive on the constant praise and encouragement they receive from the childminder and her assistant.

Children are developing a keen and early awareness of their immediate community and the wider world around them. For example, they delight in delivering cards and flowers to older neighbours. This helps children to develop an awareness of the importance of caring for others. Children make their own informed choices in their play and learning. This helps them to be highly inquisitive and adventurous learners. For instance, children play a large part in the planning of activities. This helps the childminder to provide even more challenging experiences that are highly responsive towards children's changing interests.

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

- The childminder shows a superb attitude towards self-evaluation and improving all areas of her provision. She places upmost importance on involving parents, children and her assistant in identifying areas for action and change. For instance, she has focused on supporting and improving the social interactions of the children in response to the pandemic.
- Children make excellent progress. The childminder is highly skilled in how she accurately monitors and tracks their development. This ensures that children receive precise support or challenge to help them to reach their very best potential. The childminder and her assistant structure a highly ambitious curriculum. This helps children to have new and exciting learning experiences and to remain highly engaged in their play. For example, children grow seeds and have meaningful discussions as they watch them grow.
- The childminder is meticulous in planning for her own professional development and that of her assistant. Their completion of courses and commendable attitude to researching developments help them to remain highly knowledgeable and maintain the already outstanding practice. The childminder's assistant has

regular supervisions, which help her to take ownership of her practice. For instance, she is currently completing a course in supporting children's emotional and mental well-being. This will help her to further support children to thrive and develop.

- Children are articulate and demonstrate excellent communication and language skills. They can express their own opinions and suggestions with ease, which the childminder and her assistant welcome and encourage. Children immerse themselves in stories and quickly use their impressive recall and memory skills. For instance, they remember parts of plants such as roots and shoots from their planting activity as they read a story about spring time. Younger children relish joining in with action songs. They move their bodies in time to the music and choose items from the song basket.
- The childminder has excellent partnerships with parents. There is a commendable two-way flow of information on a daily basis. Parents are significantly involved in setting the next steps for their children's learning and in sharing ideas and resources that they can use at home. Parents comment on the diverse and inclusive environment that 'captures their children's imaginations'. The childminder recognises the importance of sharing information with other settings that the children attend. This helps to provide a joined-up approach towards children's development and progress.
- Children have extensive opportunities for their physical development. They eagerly explore the challenging obstacle course in the garden, as they develop new balance and problem-solving skills. Children count items as they play and are quick to identify similar objects through colour and shape. This also supports children's early mathematical awareness. Children are able to investigate sensory experiences. They listen to sounds and explore the smells of different herbs and flowers in the special area created for them in the garden.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are highly vigilant towards protecting the children in their care. They are extremely knowledgeable and confident in how they would identify potential signs of abuse and the procedures they would use to report any concerns. The childminder understands the importance of updating her knowledge and that of her assistant on all areas of safeguarding. A recent course has helped them to be fully aware of safeguarding issues such as county lines, online safety and radicalisation. Robust risk assessments are used at all times to keep children safe. The childminder regularly reviews her policies and procedures to ensure they hold correct details and accurate information.

Setting details

Unique reference number	EY362752
Local authority	Surrey
Inspection number	10136512
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 6
Total number of places	12
Number of children on roll	8
Date of previous inspection	10 June 2016

Information about this early years setting

The childminder registered in 2005 and lives in Camberley, Surrey. She provides care from 7.30am to 6pm, Monday to Friday, all year round. The childminder works with an assistant and she provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gwendolyn Andrews

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector accompanied the children, the assistant and the childminder around the areas of the home and the garden used for the childminding provision.
- The inspector observed the interactions of the childminder, her assistant and the children, and the impact the teaching has on children's learning and development. Learning was observed indoors and outdoors.
- The childminder, her assistant, the children and the inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector sampled a range of documents, including suitability checks and qualification certificates. The inspector held a separate discussion with the assistant in regards to supervision, safeguarding knowledge and professional development.

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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