

Childminder report

Inspection date: 10 June 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 receive individual attention from the nurturing childminder. This contributes to them feeling unique and valued. Children have tremendous fun with the childminder as they play and learn. They undertake many exciting adventures in the local area, such as walks to the woods, park or grassy field. The childminder inspires children to have a fabulous sense of awe and wonder. For example, they use magnifying glasses to find insects and listen to the sounds of birds.

Children benefit from the childminder's exceptionally high expectations for what they can achieve. These are initially built during the excellent settling-in process. Younger children are extremely inquisitive. They actively explore, investigate and learn how things work within the safe and highly resourced environment. For instance, children quickly realise how to pull the draw string to make the toy rocket vibrate for lift off, and they squeal with delight as it rattles and shakes.

Children show great independence in all aspects of self-care. The childminder has taught the children to get ready to go outdoors with minimal support. They thrive on the praise they receive. The childminder promotes an extremely positive atmosphere in which children develop exceptionally positive values.

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

- Children's emotional security and well-being are central to the ethos of the childminder. Her daily routines with children centre around developing their lifelong learning and risk taking. Children develop strong bonds with the childminder, who responds to their emerging needs with kindness and respect. Children feel immensely secure in her warm and nurturing care.
- The childminder's extensive understanding of children's learning and development is inspirational. The curriculum she provides is tailored to children's 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, from the outset. Children become self-motivated, risk-taking learners, who benefit strongly from having excellent opportunities to explore, test out and experiment with their own ideas.
- Parents hold the childminder in high regard. They value the detailed daily feedback they receive. Parents give high praise for the childminder, commenting that they are delighted with their children's experiences and the artwork that comes home. They say that they can recognise learning that comes directly from the childminder. Parents comment on the superb settling-in process that contributed to their children's emotional security.
- Children's independence is developed through consistently clear routines and systems. For example, at mealtimes children go and get their bowl, before

climbing onto their high chair, with supervision. They choose from a range of healthy snacks and well-balanced, home-cooked meals.

- The childminder takes a very proactive approach to developing her provision. She continually reflects on what she can do to improve on her practice, and questions the parents for feedback. She undertakes training that is targeted at improving her knowledge and how she can use this to benefit the children in her care extremely well.
- Children are inquisitive learners. They address challenges with enthusiasm and confidence. For instance, children persevere as they climb gates. The childminder is patient and supportive as she guides children verbally. She gives them time to become more confident as they develop new skills and reinforce what they have learned to do.
- The childminder skilfully interacts with the children, knowing when to intervene in their play. This allows children to practise and consolidate their learning. Through highly effective interactions with the childminder, children make excellent progress. Accurate assessment provides next steps for their learning.
- The childminder recognises opportunities to extend children's knowledge in relation to people and communities beyond their own. For example, when learning about the Queen's Platinum Jubilee celebrations, the childminder provided the children with objects linked to tea parties. They spent time looking at books about the Queen so they could relate to what they were learning. The childminder helps children to learn about valuing and respecting special moments in their own lives and those of others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth understanding of all safeguarding issues that may affect children's well-being and welfare. She knows the correct procedure to follow to keep children safe. The childminder understands when it is appropriate to monitor a child, provide a family with support or when she needs to make an immediate referral. She regularly updates her safeguarding training to help her understand about child protection. The childminder creates a very safe and secure environment for children to play and learn, in her home and on outings. She knows how to identify and remove or minimise risk to keep children safe.

Setting details

Unique reference number	EY450031
Local authority	Surrey
Inspection number	10228700
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 10
Total number of places	5
Number of children on roll	13
Date of previous inspection	25 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Cranleigh, Surrey. She works from 8am to 5pm on Monday to Friday, during term time only. She has a relevant level 3 qualification in childcare.

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 childminder, and has taken that into account in her evaluation of the childminder.
- The childminder spoke with the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of documents on request. Other relevant documentation was available for inspection, including suitability checks, qualifications, policies and procedures.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Parents and children shared their views on the setting with the inspector, both verbally and through written feedback.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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