

Childminder report

Inspection date: 29 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 have built close relationships with their peers and the childminder. They happily share resources and really enjoy each other's company as they celebrate their achievements. Children are becoming adept at managing their own and others' emotions. The childminder supports them to do this through expert management of behaviour. Children happily welcome one another into the setting and engage in play very quickly, which shows that they feel very safe and secure.

Children delight in exploring new concepts. For example, they learn about solar energy and how the solar-powered water fountain works. They then learn about how solar panels also create electricity for a neighbour's house. During a sudden downpour, the childminder asks the children, 'If we have rain and sun, what do we get?' The children confidently reply 'a rainbow'. Children then spontaneously sing the well-known song about a rainbow.

Children are given excellent opportunities to explore and learn about food. For example, children discuss the content of their packed lunches and discuss what is good for them and what is not. They are extremely kind to each other as they bring in special treats for their friends. Very young children who are weaning or trying new food for the first time have the opportunity to explore different foods in a calm and relaxed environment. Children beam with delight as they discover new tastes and textures.

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

- The childminder uses her passion for outdoor provision, and visits in and around the local area, to broaden children's understanding of the world around them. Children take great interest in caring for the childminder's garden. For example, they ask to water the plants as it is a hot day and they will be thirsty.
- The childminder has a very ambitious curriculum. It is highly diverse and challenges the children in their learning and development. There is a very high focus on children's personal, social and emotional development. The childminder believes this to be the most fundamental aspect of learning.
- The childminder is highly committed to her role and has established extremely effective partnerships with parents. For example, she uses a wide range of communication methods to share children's progress and to engage parents successfully in their children's learning. Parents' written comments and verbal feedback demonstrate that they are extremely pleased with the service the childminder provides.
- Children who attend dual settings continue to make the best possible progress. The childminder communicates frequently with the other settings. This helps to ensure continuity in children's learning and development. This includes working

very closely with the other settings to meet the needs of the children. For example, they each use the same strategies to support behaviour and social skills.

- The childminder has robust systems in place to assess children's progress. Gaps in children's development are swiftly addressed through targeted provision. This ensures that children stay on track. It also means that any areas that require outside intervention, such as speech and language, are recognised and referred to the relevant agencies without delay.
- The childminder's self-evaluation demonstrates her determination to achieve excellence. She regularly reviews and reflects on her practice, using feedback from parents and children. This has led her to embark on a full programme of professional development, which has been of direct benefit to children. For example, the childminder has completed specific training to support children's developing language skills and build on their existing learning.
- Children have many excellent opportunities to develop their communication and language skills. For example, young children become totally absorbed as they listen to a favourite story. They find the story hilarious as the childminder uses animated voices to mimic the different characters. Children join in with rhyming refrains and offer their ideas as the childminder expertly pauses to enable them to make their contributions.
- The childminder places a strong emphasis on mathematics. Consequently, young children make excellent progress in this area. Children can confidently count to 30 and above as they count the number of bones in a human foot. They excitedly look at X-rays of the human skeleton and learn new words, such as 'skull' and 'stethoscope'.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are top priority. The childminder has extensive knowledge about the signs and types of abuse. She understands her responsibility to be vigilant to any changes in children's behaviour or attitudes. The childminder uses her positive relationships with parents to check in with them regularly to ensure that they are receiving any extra support that may be required. She understands the importance of assessing risk, especially when visiting local places of interest. The childminder knows the procedures to follow if she has any safeguarding concerns. She is also aware of situations that may affect her suitability to continue in her role.

Setting details

Unique reference number	EY478591
Local authority	Surrey
Inspection number	10219827
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	2 to 4
Total number of places	6
Number of children on roll	04
Date of previous inspection	16 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Camberley, Surrey. She operates for most of the year from 8am to 6pm, Monday to Wednesday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Lamey

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 setting.
- The inspector discussed the intent of the curriculum, observed its implementation during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector talked to the childminder and children at suitable times throughout the inspection.
- The inspector and the childminder observed children engaging in activities and had a follow-up discussion about children's learning.
- Parents shared their views of the setting by providing written and verbal feedback.
- The inspector sampled a range of documentation.

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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