

# Childminder report

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Inspection date:

12 September 2022

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## **Overall effectiveness**

## **Outstanding**

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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 demonstrates exceptional passion and enthusiasm. She provides the very best early education to the children in her care. Children settle immediately into their daily routine as they remove their shoes and place them neatly by the front door. Children of all ages successfully manage their own personal hygiene needs and show increasingly high levels of independence.

Children climb up on the chairs independently and sit in anticipation at mealtimes. They show great self-control and persist as they use spoons to transport spaghetti and egg into their mouths independently. The childminder is extremely supportive and encouraging. Children are incredibly kind and polite. They respond positively to the childminder's high expectations and aspirations for behaviour.

Children thoroughly enjoy an abundance of praise and encouragement, which positively enhances their already high levels of confidence and self-esteem. They have extremely strong bonds with the childminder, who consistently prioritises their well-being. Furthermore, children are superbly supported through times of change. For example, they benefit from a very flexible settling-in process which is tailored specifically to their individual needs. This helps to successfully build their confidence and emotional well-being from the outset. The childminder provides an engaging narrative as children play, pointing out things of interest and introducing new words to extend their vocabulary.

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

- The childminder expertly enhances children's love of reading. She provides a wide variety of books and reads favourite stories repeatedly to build on children's understanding of the story. Even the youngest children independently choose their favourite book. They sit quietly, turning over the pages. Children benefit from borrowing books from the library, eagerly sharing them with the childminder and friends when they return home.
- The childminder carries out timely observation, assessment and evaluation of children's learning. This informs the well-planned and sequenced curriculum. The children make excellent progress through purposeful and challenging learning. The childminder diligently and actively reflects on her own practice during the daily learning. She is knowledgeable about each child's interests and how they learn. For example, children who enjoy threading persevere as they feed pasta onto string and spaghetti strands. The childminder constantly encourages and praises the children, who respond by beaming with delight when they succeed.
- Children have formed warm and nurturing relationships with the childminder. They giggle together and share loving cuddles with one another. The

childminder is kind and patient, providing a calm environment for children to explore. Children listen attentively to her as she expertly supports them in their play. The childminder embraces children's character and personality, enabling them to be unique individuals. Children have very high levels of independence and confidence in their own abilities. For example, they tidy away their toys and carry their own snack bowls to the carpet.

- Children are provided with rich experiences that help them learn about the wider world. The childminder takes them out into the local community. Children regularly visit local woods, exploring the undergrowth, learning to manage risks when climbing logs and going on scavenger hunts. Children learn about nature and caring for animals. For example, they thoroughly enjoy feeding the ducks and finding frogs.
- The childminder captures spontaneous opportunities to talk about real-life events. For example, she expertly enables older children to discuss their feelings and thoughts about the passing of the Queen. They explore how this relates to their own experiences of family loss, developing empathy and high levels of respect for other people and families.
- The childminder seeks regular feedback from parents to maintain the highest standards. She knows that this partnership is essential to ensure the best outcomes for children. Parents are highly complimentary about the childminder and describe her setting as being 'just like a home from home'. The childminder informs parents about their children's next steps and shares information daily.
- The childminder has excellent knowledge of children's learning and development, setting clear and effective goals for each and every one of them. As a result, children make remarkable progress across all areas of learning, and their self-esteem and confidence are boosted to higher levels. The childminder's vision and ethos for her provision are inspiring and ambitious, with children's interests and learning outcomes at the heart of everything she does. She continuously looks for ways to make her setting inspirational and to provide meaningful learning opportunities for all children in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder always prioritises children's safety and well-being. She diligently plans activities so she can safely monitor children's welfare. When on outings, children learn how to keep safe, such as when climbing on logs and fallen trees. They know they should always keep in sight and hearing of the childminder. The childminder has an excellent understanding of child protection and can recognise when a child may be at risk of harm. She knows how to contact the local safeguarding partnership should she be concerned about a child's welfare. The childminder regularly risk assesses her home and the places she visits. This ensures that they are suitable and safe for the children she looks after.

## Setting details

<b>Unique reference number</b>	EY375545
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10136527
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	7 December 2015

## Information about this early years setting

The childminder registered in 2008. She lives in Knaphill, near Woking, Surrey. The childminder's provision operates from 7.30am to 6pm, Monday to Friday, for most of the year. The childminder holds an appropriate qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

## 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 their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- 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 inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector in writing.
- The childminder provided the inspector with a sample of key documentation on request.

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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