

Childminder report

Inspection date:

23 November 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 are extremely confident, happy and secure in the home of the childminder. They have a wonderful relationship with her, and they readily approach her for cuddles when they are tired or need reassurance. The childminder values children's unique voices and they have incredibly positive attitudes to learning. Children have tremendous fun as they eagerly join in with planned and independently selected activities. These activities inspire rich and engaging conversations between each other and the childminder, and children learn new words to help build a very impressive vocabulary.

Children benefit from exceptionally effective teaching from the childminder. They gain comprehensive knowledge of the areas of learning through a well-sequenced curriculum. Children enjoy learning about vegetables, finding out where they come from and how to grow their own. Children focus their attention on planting the seeds that they previously cut out of a tomato. They take turns counting and feeling the texture of the seeds before planting them. The childminder encourages children to work out which tool they need to scoop up the tomato seeds. This enables children to confidently develop their problem-solving skills. After their activity, children are incredibly keen to help tidy up after themselves. They use a dustpan and brush to sweep up the soil on the floor and put it in the bin. Children are active, independent learners and this prepares them extremely well for the next stage of their learning.

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

- The childminder is a skilful practitioner with a clear vision for what she wants children to learn. She strengthens and secures their knowledge through a sequence of carefully planned activities based on children's interests. These experiences absorb children's attention and stimulate their curiosity. This encourages children to use their previous knowledge so that the childminder can assess what children already know, what they have learnt and what they need to learn next.
- The childminder further extends activities to support home learning. For instance, children plant and grow sunflowers. They keep some sunflowers at the childminder's house, and they take one home. This gives children the opportunity to observe, compare and talk about the differences between the growth of the sunflowers. This ensures that children are secure in the knowledge they have acquired.
- The childminder is extremely proactive in extending her own knowledge and skills. She regularly accesses and attends training sessions and these actively inform all aspects of her practice. This ensures that her teaching is of a consistently high standard. Therefore, this helps children to secure the best

possible outcomes in their progress.

- The childminder implements highly-effective methods to help children to settle. This includes making resources for all the children with pictures of their family. Children feel reassured as they arrange their family pictures and then hang them up on display so they can look at them when they want to. This provides children with the security that they need to fully engage with the learning opportunities that the childminder plans for them.
- The children who attend the childminder's setting come from very diverse backgrounds. The childminder securely embeds children's own cultures into the daily routines of the setting. This includes getting to know each other's families, using keywords from their home language and celebrating cultural events. This helps them to have a sense of belonging with her and in society. She plans an extensive range of exceptional activities and experiences to promote respect and tolerance. The childminder has high expectations for behaviour and attitudes. She is sensitive to children's needs and uses effective techniques to skilfully support children to regulate their own behaviour. As a result, children respect themselves and each other, and this helps to prepare them for life in modern Britain.
- Parents speak very highly of the childminder and the 'motherly' care she gives to their children. The childminder recognises the importance of building strong relationships with parents, which reassures them. Parents are impressed with the childminder's professionalism, and they feel comfortable approaching her with any issues they may be having. Parents comment that the childminder gives children the skills they need to confidently move on to the next stage of their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of all areas of safeguarding. She keeps herself extremely well informed to ensure that her knowledge is relevant and up to date in order to keep children safe. The childminder knows how to recognise signs of abuse and how to escalate any concerns she may have. She shares her knowledge with parents to support them to keep children safe at home.

Setting details

Unique reference number	EY473851
Local authority	Surrey
Inspection number	10228874
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 9
Total number of places	6
Number of children on roll	18
Date of previous inspection	16 November 2016

Information about this early years setting

The childminder registered in 2014 and lives in Guildford, Surrey. She is level 3 qualified and works five days a week, between 7.30am to 6pm, for most of the year. The childminder receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Hayley Kiely

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 provider and has taken that into account in their evaluation of the provider.
- The childminder discussed her learning intent and her general practice with the inspector.
- A joint evaluation was carried out between the childminder and the inspector.
- Parents provided written feedback for the inspector to consider.
- The inspector carried out observations of the children and the childminder.
- The childminder provided relevant documentation and paperwork for the inspector.

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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