

# Childminder report

---

Inspection date:

13 December 2022

---

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is outstanding

Children are excited to arrive each day. They settle quickly and are ready to explore the rich range of activities planned by the childminder. They have incredibly warm bonds with the childminder, her assistant and their friends. Parents describe the childminder as creating an 'extended family'. They talk about the 'incredible' progress their children make and that they feel 'extremely lucky'. The childminder plans motivating and interesting activities, which she adapts sensitively to ensure all children learn, thrive and are included.

Children have fantastic opportunities to embed and practise new skills. They use newly learned vocabulary extremely confidently and independently. For example, when playing in the snow, they talk about 'snowflakes' and 'freezing'.

Children behave exceptionally well. The childminder and her assistant are excellent role models for the children, and they have clear expectations about behaviour. This means that children are kind and look out for each other. They take turns and form lasting friendships. Children show high levels of motivation and attention. Even the youngest children will persevere and delight in sharing their achievements with the childminder.

Children also enjoy a wealth of activities outside of the house. They grow vegetables in the garden, visit castles, make regular trips to the library and go on nature walks. The childminder ensures that she identifies gaps in children's experiences and then works to fill these. For example, she spends a lot of time outdoors to support children who live in homes without access to a garden. These wonderfully planned experiences ensure that children learn about the world around them, including their own community, and that they feel part of their community.

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

- The childminder has exemplary partnerships with parents. She keeps them fully informed of their children's learning and progress. She also regularly sends home storybooks and activities. Children and parents love these, and parents comment that the childminder goes 'way above their expectations'. The impact of this partnership is that parents feel well supported and children are highly motivated to continue their learning at home.
- The childminder has excellent links with local schools. She shares information with them and ensures children have very smooth transitions. Children are very well prepared for the next stage of their education. The childminder supports their learning at school. For example, she works with children on the 'sound of the week', which they are covering at school.
- The childminder plans activities that she skilfully adapts according to the differing

needs of the children. For example, in a present-wrapping activity, she supports younger children to cut the paper, and older children love the challenge of independently cutting, measuring and sticking. All children show incredibly high levels of motivation, concentration and perseverance.

- The childminder knows the children incredibly well and plans careful and appropriate next steps for them. She shares these with parents and schools so that children are fully supported. Children make excellent progress in all areas of their learning.
- Children are encouraged to make marks from an early age. The childminder ensures that these skills progress and are embedded. Children are highly engaged and confident in writing a letter to Santa. Younger children use chunky crayons, and older children show good pencil control and are able to write the letters in their name. This helps to ensure that children are well prepared for learning to write when they start school.
- Children learn about their own culture and values. They were thrilled to receive a letter from the Queen after they sent her cards. They also learn about other cultures and festivals and have an extremely rich range of diverse experiences. The childminder fosters an exceptional sense of community within the children. They also learn about the wider community. For example, they have got to know the local post person and love chatting about her job and what she is delivering.
- The childminder teaches children to develop a love of books. They have a range of books to read and also make regular trips to the library. They read books together that are often linked to significant events in the children's lives, such as moving house, having a new baby or going to the dentist, which further develops children's understanding excellently.
- The childminder skilfully embeds mathematics throughout the day. Children count how many children there are, sing counting songs, learn about patterns and talk about cutting fruit into halves and quarters. This means that children are highly confident in their developing mathematics skills and are able to use these independently. For example, they apply these skills when counting their footprints in the snow.
- The childminder has created an extremely language-rich environment. Alongside her assistant, she engages children in very high-quality interactions. They ask questions and encourage children to draw on past experiences. For example, they asked children about their visit to the dentist. Children are highly skilled communicators. They talk happily with adults and their friends. They use new vocabulary. For example, during a letter-writing activity, they talked about 'stamps' and the 'post box'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are exceptionally knowledgeable and demonstrate a strong understanding of the signs that a child may be at risk of harm or abuse. There are robust systems in place for what they would do if they were concerned about a child. They are aware of various types of abuse, including

county lines and grooming. Children are also taught how to keep safe. For example, they have learned to cut fruit with knives and can explain the importance of keeping warm on a cold day. The childminder carries out regular and thorough risk assessment and fire drills to ensure children are kept safe at all times.

## Setting details

<b>Unique reference number</b>	EY479923
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228919
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	11 January 2017

## Information about this early years setting

The childminder registered in 2014. She has a recognised childcare qualification at level 3 and works with an assistant, who has the same level of qualification. The childminder lives in Chelsham Common, near Warlingham, Surrey. The childminder works 48 weeks of the year, from 7.30am to 6.30pm, five days a week. She offers funded places for children aged three and four years.

## Information about this inspection

**Inspector**  
Amy Fleming

### 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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to/communicated with the inspector during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022