

Childminder report

Inspection date:

10 May 2023

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

There are high expectations for all children to achieve in their learning and development. Children experience an exceptionally exciting curriculum that motivates them to learn and builds on what they already know and can do. They often visit a farm, where they explore woodland trails with streams and learn about how to care for animals. Children gain physical strength and control as they use hosepipes to fill buckets with water, which they carry and give to the donkeys to drink from. During these outings, children enjoy sitting on hay bales, and learn about number as they count toy monkeys dangling from the trees.

Children are exceptionally happy and settled. They form very close, trusting relationships with the childminder, who gives top priority to meeting their individual needs. Children behave exceptionally well and play together cooperatively. They shriek with excitement when playing with modelling dough and happily share the resources during activities.

Children are highly inquisitive and active learners. They show huge interest in books, for example, when they find them inside cloth bags and listen attentively as the childminder reads to them. Children have numerous opportunities to explore nature and learn about the world. They thoroughly enjoy regular outings to a local field, where they pick wild flowers and collect sticks. They make discoveries as they place the sticks in natural holes they find in the ground and work out which ones will fit.

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

- The childminder is an exemplary role model for children. Her communication and interaction with the children are a key strength of the setting. She gives children her full attention, observes and responds to all their communication and follows their cues. She patiently explains everything and successfully inspires children to learn and use new words. Children develop the skills they need for their future learning, and their understanding and range of vocabulary are exemplary for their age and stage of development.
- The childminder consistently responds to the choices that children make, which she uses to skilfully extend their learning and development. She has an exceptional knowledge of what children already know and can do. The childminder introduces challenges that deepen their understanding, for instance, in response to their great interest in number. She seamlessly introduces questions about number, shape and colour that successfully support children's interest and mathematical development.
- The childminder dedicates her time to joining in children's play. She supports children extremely well to achieve their aims. She explains and shows them how

to use the resources and gives them time to do things for themselves. Children concentrate exceptionally well, for instance, as they learn how to fit shapes into sorters. The childminder encourages children 'to keep practising', while praising their achievements.

- The childminder skilfully adapts her approach according to the choices, responses and emotional needs of the children. She patiently explains to children what she wants them to do and successfully gains their cooperation and participation.
- The childminder has an extremely caring, kind and respectful approach. She consistently includes the children and makes sure they are given sufficient time to achieve tasks for themselves, so that children have a sense of achievement, are extremely settled and secure. For instance, when taking part in activities, getting ready for lunch, during nappy changing and before sleep times, they are fully included in the process.
- The childminder focuses strongly on supporting children's independence. She consistently encourages children to do things for themselves. Children very confidently choose and use play equipment and understand the daily routines. With the childminder's support, they learn to take off their shoes and wash their hands at mealtimes, after outings and after touching the childminder's pet animals.
- The childminder works exceptionally well with parents to meet children's individual needs. She has clear objectives for parents to know their children feel welcome, valued and are treated equally. The childminder provides parents with a wealth of information about their children's developmental progress, activities and care needs.
- The childminder continually improves her professional development. She explains how additional training she has chosen to complete has helped her to focus more strongly on learning outcomes for children. The childminder now sees everything she does with the children as an opportunity to extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an exemplary knowledge and understanding of her safeguarding role and responsibility. She completes additional training that effectively updates her exceptional knowledge of wider and changing safeguarding issues, such as protecting children from extreme views and behaviour. The childminder knows what action to take if she is concerned about a child's welfare and safety, including making referrals. She focuses strongly on risk assessment to provide a safe and secure environment for the children in her home and on outings. For instance, she supervises children well at all times during outings to a farm and local field to keep them safe.

Setting details

Unique reference number	EY423659
Local authority	Surrey
Inspection number	10280765
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 1
Total number of places	6
Number of children on roll	4
Date of previous inspection	21 September 2017

Information about this early years setting

The childminder registered in 2011. She lives in West End, near Woking, Surrey. The childminder works Monday from 7.30am to 4.30pm, Tuesday and Wednesday from 7.30am to 5pm and Thursday from 8.30am to 4.30pm, during term time. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Cathy Greenwood

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years curriculum and what they want the children to learn.
- The childminder and the inspector completed a joint observation of children taking part in a group activity.
- The inspector observed activities indoors, and talked with the childminder and children at appropriate times during the inspection.
- The inspector spoke to some of the parents on the telephone to seek their views about their children's care and learning.

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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