

# Childminder report

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Inspection date: 10 October 2023

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## **Overall effectiveness**

**Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

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

### The provision is outstanding

Children flourish in the care of this kind, nurturing childminder. She places children at the heart of everything she does, which means that they have an extremely positive attitude to their learning. They are consistently engaged in the exciting environment that is planned to meet their individual learning needs. For example, they squeal with delight as they watch water, conkers, soil and coriander splash down the waterfall, opening gates with increasing dexterity after the childminder models what to do. They laugh, giggle and chatter to each other as they play.

The highly experienced childminder is extremely warm and responsive, which supports children to form strong attachments. Children show that they are emotionally safe and secure. They are extremely confident and social. Their behaviour is exemplary. The childminder shows children how much she values them through her consistent use of praise and encouragement. She is an excellent role model, and children mimic her caring nature. For instance, children say, 'I did it!' as they remove wet clothes without support. Children show that they are learning how to understand their own emotions and the feelings of others.

Children thrive in meeting the childminder's high expectations and ambitious curriculum. They are curious, extremely motivated and very eager to learn. The childminder gives children the best possible start to their early education, in a loving and secure environment. She seizes every possible moment as an opportunity for learning, while allowing children the time to think, explore and absorb their learning at their own pace. The childminder's patient and creative approach to delivering her curriculum is what makes her setting so unique.

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

- The childminder has a comprehensive understanding of each child in her care. She fully understands what children currently know and can do, and plans effectively to develop and extend their skills. Children are rapidly gaining the skills and knowledge they need for their future learning. Support for children with special educational needs and disabilities is superb. The childminder works closely with parents and professionals to ensure that children have the correct support and experiences to achieve their full potential.
- The childminder provides excellent opportunities for children to learn outdoors and be physically active in the fresh air. The curriculum for understanding the world is exceptionally strong. The childminder takes children on lots of visits to parks and stately homes. On the school run, children collect conkers and sweet chestnuts, and the childminder talks about how they grow in prickly cases. Children develop highly respectful attitudes to nature and living things.
- Partnerships with parents are exceptionally strong. The childminder is committed

to ensuring trusting relationships with parents to encourage a strong two-way flow of communication and information-sharing. She views children's learning as a collaborative approach. As such, she ensures that parents have a wealth of information about how they can promote children's learning at home. In turn, she uses information from parents to fully inform her own planning. Parents speak extremely highly of the childminder, saying she provides a 'home-from-home' environment with 'care, love and support for the whole family'. In addition, they comment that they feel 'every day is an adventure' for their children.

- The childminder has high expectations for children and encourages self-care as early as possible. Her care practices are highly effective. Children know how to wash their hands independently at the sink. They make choices about what they eat, and they sit at the table to peel oranges by themselves. Children feed themselves with confidence. Afterwards, children say that their hands are 'sticky' and use mirrors to make sure their faces are wiped properly. These very well-embedded routines support children to understand how to keep themselves safe and healthy.
- Children are entirely self-assured and fiercely independent. They complete complicated tasks with ease, owing to the childminder's clear and well-communicated instructions, which are complemented with gentle modelling. For example, children concentrate as they observe and then copy building with colourful blocks. They determinedly and independently join the parts together, trying to pull blocks apart before seeking assistance. Children's resilience is admirable.
- The childminder makes use of local childminder groups and training to keep herself up to date. She is well qualified and would love to train in forest school learning. She is conscientious and continues to access training regularly. The childminder demonstrates a precise knowledge of child development. She uses this superbly to support her teaching. The childminder systematically evaluates strengths in her provision and areas to develop further. She continually strives to provide children with the very highest quality learning experiences.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding issues, including witchcraft, cuckooing and female genital mutilation. She understands how to report concerns about a child to the local authority safeguarding board. The childminder recognises signs and symptoms that may indicate a child is a victim of abuse, including signs of neglect. The childminder keeps her child protection training and knowledge up to date. She keeps her home safe and secure and regularly carries out risk assessments of the environment for any hazards. The childminder is extremely well organised and prepared in the event of an accident, taking the first-aid kit into the garden when children go outside to play.

## Setting details

<b>Unique reference number</b>	EY492344
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10301715
<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>	0 to 4
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	31 January 2018

## Information about this early years setting

The childminder registered in 2015. She lives in Dorking, Surrey. The childminder offers care on Monday to Wednesday, from 7.30am to 6pm, during term time only, except for family holidays and bank holidays. She holds a level 6 qualification.

## 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 childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The views and opinions of the parents were taken into account 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 looked at a sample of documentation, including suitability records and paediatric first-aid certificates.

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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