

Childminder report

Inspection date: 30 October 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children build extremely loving and secure bonds with the childminder, who is passionate about her role and responsibilities. She helps children to develop very high levels of confidence and self-esteem in their own individual characteristics and personalities. Children display how safe and secure they are as they excitedly explore the rich abundance of resources and learning opportunities that the childminder meticulously plans for their day. As such, children have optimal support and challenges to help them to build impressive skills and abilities for their future learning.

Children's behaviour is exemplary. The childminder helps all children to quickly develop notable empathy and understanding in how to work and play together. She has outstanding practice in how she fully involves children to find solutions together. Through this, children are highly responsive and are building a deeper understanding of the importance of sharing with others. The childminder fully supports children to build impressive self-care skills. Children are inquisitive and are encouraged to question to build on their understanding. They are quick to use their recall and memory skills. For instance, children remember that they need to drink water to stay hydrated and to help their brain function.

The childminder provides children with marvellous outdoor learning opportunities to build a real sense of their immediate community and the wider world around them. For instance, regular trips to parks, where children gather natural items to use in their play and learning and visits to the shops to choose delicious vegetables to make soup together.

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

- The childminder has dedicated many years towards her role and continues to strive to provide children with the very best learning opportunities. She has prioritised and reflected on the recommendation set at the last inspection. For instance, children have access to all resources to help them to make independent choices in their own play and learning. The childminder continues to review the environments to ensure that new children or younger children are given the same opportunities, to fully support their learning and development.
- The childminder places an extraordinary emphasis on her professional development to keep her knowledge up to date. For instance, she attends webinars, courses and completes noteworthy research that helps to continuously strengthen her teaching practice and the outstanding opportunities she provides for children. A recent course has helped the childminder to gain a much deeper insight into supporting children with autism.
- Children are making excellent progress. This includes children who have special

educational needs and/or disabilities (SEND) and those who receive additional funding. The childminder is rigorous in how she precisely watches and monitors children's development to quickly identify potential gaps in their learning. This helps to ensure that children receive additional help if required. The childminder has outstanding knowledge in how to plan an ambitious and highly aspirational curriculum for children's learning. She has extremely high expectations for all the children who attend her setting.

- The childminder establishes exceedingly strong partnerships with parents and this continues to be a strong and inspiring focus for the setting. The childminder fully involves parents in the progress their children make and how they can support them at home. Parents are very complimentary of the service the childminder provides. They comment on the wealth of experiences their children receive and how lucky they are to have found the childminder. The childminder has very strong links with her local authority to provide notably early intervention for children with emerging additional requirements. This helps children to have a truly joined-up approach towards their future development.
- Children use early mathematics effortlessly in their play. They use their critical thinking skills with the childminder as they recognise which pipe cleaner is shorter or longer. Children are enthralled readers. The childminder immerses them into the wonderful world of storytelling and active songs. For instance, they use real resources, such as leaves they collect while on walks to sing songs and talk about aspects of autumn. Children show impressive coordination skills as they expertly thread beads or holds tools to make patterns and marks. This helps them to build early literacy skills. Children's physical development is prioritised at all points during their day. They are highly confident in their spatial awareness and have the opportunity to explore and take simple risks in their play.
- The childminder is highly skilled in how she supports children's increasing communication and language skills. Children are given optimal time and the freedom to use their range of vocabulary under the gentle encouragement of the childminder. The childminder consistently and expertly introduces a variety of words and questions that helps to build on children's growing abilities. Children happily express themselves and know that their own views and suggestions are highly valued.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very vigilant towards protecting the children in her care. She has robust and thorough policies in place that she regularly reviews and updates. The childminder is highly confident in how she would identify potential signs of abuse and the procedures she would use to report any concerns. This helps to protect the welfare of children. She uses robust risk assessments at home and on outings to help to keep children safe and secure at all times. The childminder is fully aware of wider safeguarding issues, such as county lines and radicalisation.

Setting details

Unique reference number	EY428417
Local authority	Surrey
Inspection number	10285626
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	0 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 October 2017

Information about this early years setting

The childminder registered in 2011 and lives in Horley, Surrey. She provides care all year round from 8am to 6pm, Monday to Friday. The childminder receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Gwendolyn Andrews

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 inspector accompanied the childminder around the areas of the home used for the childminding provision. The childminder talked to the inspector about her early years curriculum and what she wants children to learn.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development. The inspector took into account the written comments from parents as part of the inspection.
- The childminder, the children and the inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector discussed professional development, how she evaluates her provision and the current areas identified for improvement. A range of documentation was sampled, including suitability checks.

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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