

# Childminder report

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Inspection date: 23 January 2024

<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 flourish while in the care of the nurturing childminder. They are extremely happy and confident. They have developed exceptionally strong attachments with the childminder and feel safe. The curriculum has a strong focus on children's speech and language. The childminder uses every moment amazingly well to extend children's vocabulary. For example, she shares books, sings songs and uses language to build on children's current knowledge. Children show they have developed a love of books and have firm favourites that they enjoy. They frequently ask the childminder to read to them. Children excitedly join in with key phrases and actions showing they know the books well. Children have an extremely positive attitude to learning and want to find out more.

The childminder has high expectations for children's behaviour. She uses clear and consistent messages which the children understand and respect. Children remember how to move safely indoors, keep their environment tidy, and know that they need to sit when eating. The childminder uses regular praise when children make positive choices. This further supports children's well-being and their understanding of the expected behaviour.

The childminder supports children with special educational needs and/or disabilities (SEND), to be fully included and achieve the best possible outcomes. For example, her precise and comprehensive knowledge of child development, enables her to identify children who may need additional support. All children make outstanding progress in their learning and development and are exceptionally well prepared for their future education.

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

- The childminder's curriculum is highly effective. Children are flourishing. She skilfully plans the curriculum based on children's interests and builds on what they know and need to learn next. She is currently providing activities in the environment to work on developing children's fine motor skills. For instance, they use pegs to clip on the side of various boxes to strengthen their muscles and coordination. The rich and well-considered curriculum, alongside the childminder's excellent understanding of child development, means that children consistently build on their already superb knowledge and skills.
- The childminder provides valuable experiences for children that broaden their understanding of the wider world and people that make up the local community. Children visit local parks and attend the community garden where they use their senses to explore the variety of flowers and herbs. Furthermore, children enjoy looking at each others' 'things that are special to me' books, which hold photos of things that are special to each child. The childminder also creates wonderful

books of past trips and activities. This encourages children to recall past experiences and talk about where they would like to go next.

- Parents and carers speak extremely highly of the childminder. They praise the love and care that she puts into everything she does. Parents have noticed the excellent development their children have made since they started. The childminder regularly shares what the children have been doing and learning and asks for feedback on what she provides. Robust settling procedures, comprising of home visits and individualised settling plans for each child, prove very effective. This enables the childminder, children and parents to build secure bonds before the children start.
- The childminder uses every opportunity to help children develop their own independence and self-help skills. For instance, even the youngest of children are encouraged, and given the time and support they need, to put on their own shoes and coats before going outside. They help tidy the environment when they have been playing and know where things go. They help themselves to drinks throughout the day and remind their friends that they need to drink when they have been taking part in action songs. The childminder has an excellent approach to healthy lifestyles. She works with parents to help make sure children have healthy lunch choices and encourages the children to move and have daily exercise.
- The childminder has skilfully woven mathematical language throughout the curriculum. Children count with confidence as they pop bubbles before they hit the floor and join in favourite rhymes and songs, such as 'five currant buns'. Children enjoy using tubes to make tunnels where the childminder introduces positional language, such as 'down' and 'through'. She carefully repeats new words to children, which enables them to consistently hear new language, and which they later use in their play.
- The childminder gives an extremely high priority to her own personal development. For example, she makes use of local childminder network groups and training to keep herself up to date. She understands the support other agencies can provide. For instance, she has a thorough understanding of the SEND provision in the local area. She knows how to make referrals and ensures these are completed as soon as possible so that children bridge the gaps in their development.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY496912
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10308575
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	28 March 2018

## Information about this early years setting

The childminder registered in 2016 and lives in West Molesey, Surrey. She works Monday to Friday, throughout the year, between 8am and 6pm. The childminder has a childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Kelly Southern

## 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 their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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