

Childminder report

Inspection date: 19 February 2024

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 this stimulating and welcoming home-from-home environment. They benefit from a highly experienced childminder who offers a broad and stimulating curriculum which is precisely tailored to each child. Children enthusiastically engage in active learning that ignites their motivation to learn. For example, they express sheer delight as they collect natural resources from the garden to build a fire. They eagerly group wet and dry objects and learn new words in context as they actively describe how they feel. The childminder builds on children's understanding of the world exceptionally well as they experiment and discover why wet items will not burn. Children have a love of learning and make exceptional progress. They are extremely inquisitive and start school with an abundance of knowledge and skills.

The childminder is an excellent role model. He treats each child as a unique individual and ensures that strategies to help them manage their feelings and emotions are tailored to their individual needs. Children's behaviour and social skills are exemplary. They are kind and empathetic and support each other to overcome challenges. For example, older children notice their younger peers need a little help to put on their coats and quickly give them support. Children's acts of kindness are recognised with lots of praise, further reinforcing the setting's key message of being kind.

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

- The childminder's observations and assessments are meticulous. He has a superb knowledge of the children in his care. The childminder consistently delivers exceptional early intervention. He employs innovative strategies to actively engage parents in their children's ongoing progress. For example, he sends them support and guidance through videos specifically tailored to the learning needs and next steps of their child. Parents express admiration for the childminder's expertise and attentive care for their children.
- The childminder and his co-childminder use a wealth of inventive ways to expand and reinforce children's knowledge. Even younger children are consistently encouraged to test out their ideas. For example, babies discover what happens when they mix water and sand together. The childminder is extremely responsive to young children and seizes the moment to build on their speech and extend their sentences, for instance saying, 'The sand is wet.' He persistently challenges children's thinking and gives them time to consider and express their own responses to questions.
- Children's language and communication skills are exceptional for their ages. The childminder sings and talks to babies during their play and they respond with early attempts at sounds. Children use an impressive range of language and

vocabulary. They remember and understand words, such as 'celebration' and 'fast' as they blow their party blowers and sing happy birthday to their friends.

- The childminder fosters children's sense of identity and actively promotes their unique family backgrounds into the setting. Children show an extraordinary sense of belonging at the setting and show high levels of respect for their friends. For instance, they joyfully engage in lively discussions and admire photos that show past activities and their families on display.
- This inspiring childminder strives for excellence. He monitors his setting regularly to ensure that his provision is highly effective and all requirements are met. The childminder continuously provides children with new, inspiring experiences. For example, children show high levels of enthusiasm as they continue their project to build their own robot. They have fantastic opportunities to use real tools in a safe and secure environment. This sparks their curiosity, fosters their independence and helps them to learn lifelong skills.
- The childminder places the highest priority on children's health and well-being. Children help to prepare their own snacks and enthusiastically use words such as 'delicious' as they smell and taste fruit. They actively engage in discussions about the nutritional benefits of food. Children access considerable time outdoors in all weathers, providing lots of opportunity for physical development. Young children take great joy in practising their coordination skills. They show high levels of perseverance as they skilfully navigate balls around cones.
- The childminder works exceedingly well with other professionals at settings children also attend. This ensures that children consistently receive highly effective tailored support and progress well.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY445556
Local authority	Surrey
Inspection number	10317267
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 May 2018

Information about this early years setting

The childminder registered in 2012. He lives in Uttershore, Surrey. The childminder co-minds with his wife. He provides care Monday to Friday, from 8am to 6pm, for most of the year. The childminder holds an appropriate level 3 home-based childcare qualification. He offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jane Franks

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 showed the inspector the premises and discussed how he ensures that the premises are safe and suitable.
- The childminder and the inspector discussed how the childminder organises his early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of parents' written comments during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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