

Childminder report

Inspection date: 11 March 2024

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| Overall effectiveness | Outstanding |
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| The quality of education | Outstanding |
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| Behaviour and attitudes | Outstanding |
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| Personal development | Outstanding |
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| Leadership and management | Outstanding |
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| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

What is it like to attend this early years setting?

The provision is outstanding

Children are fully settled and feel safe and secure in the childminder's extremely warm and welcoming care and in the completely unique, child-centred environment. Planning for the delivery of a highly effective and ambitious curriculum is exceptional. The childminder uses the information she gathers about each child to devise and plan excellent activities and experiences. She seamlessly weaves what she knows children need to learn next into every interaction. This enables children to make exceptional progress in their learning from their starting points. Children receive great comfort and reassurance when they need it. Children know that the childminder will support and help guide them to resolve any very minor conflicts. The childminder talks with children at a level children can understand, which helps them to learn to manage their feelings and behaviours at an extremely early age.

Children learn how to share at a very young age and understand that others may want to play with the same toys. With support from the childminder, children learn how to remain calm and allow others to join and explore with them. This is an exceptional skill to have already learned for such young children. Children take enormous delight in exploring the ball pit within the pirate ship. They work together harmoniously to search and find the flashing balls. They persist for long periods and are successful in their task. Children squeal with delight at finding the balls and this gives them a very strong sense of achievement and pride. Children have a wealth of experiences in the great outdoors and relish the activities the childminder plans away from the home. They take part in forest school activities where they collect objects and the childminder uses these to enable conversations that challenge children's thinking skills.

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

- The childminder is a highly skilled practitioner who has a genuine passion for providing outstanding care and education. She knows children's individual care and learning needs extremely well. She has an excellent understanding of children's personalities, abilities, and what they need to learn next. This helps her to continually extend their skills and provide additional challenge.
- The childminder gains vital information about children, their families and those people who are important to them. Parents share information about their family lives and aspects that may impact children's well-being. This enables the childminder to provide completely individualised care not only for the child, but the family unit.
- The childminder is highly effective in using differing teaching techniques, which she knows will support each child best. For example, she describes and demonstrates to young children how to build using the blocks and how to attach

one block to another. This enables them to grasp the concept and the childminder is exceptional in providing words of encouragement.

- The childminder continually extends and expands children's learning in all that they do. For example, when playing with magnetic shapes, the childminder uses language, such as 'two-dimensional' and 'three-dimensional'. This helps children who already know the names of the shapes to learn and comprehend the differences.
- Children learn about the importance of caring for the environment. They visit the local recycling centre where they take their food packaging along and use the pictures to locate the right recycling box. Children help to recycle their food packages at the childminder's home and then watch and learn what happens to these when the refuse collectors come to collect.
- The childminder has exceptional relationships with parents and completely values their input into their children's learning and development. Parents comment that the childminder's 'boundless energy and enthusiasm create an environment where the children thrive'. They also say that the setting is 'fun, welcoming and engaging'.
- The childminder knows the importance of highlighting any emerging gaps in learning at a very early stage. This enables her to support families to seek support from other professionals. This helps to ensure that children with special educational needs and/or disabilities receive prompt support to swiftly close gaps in learning.
- The childminder is extremely proactive in seeking additional training opportunities to further enhance her knowledge and skills. This enables her to effectively target professional development successfully to build on her knowledge of childcare and up-to-date guidance and legislation.
- The childminder is highly effective in teaching children about diversity. She helps children to understand similarities and differences using extremely innovative activities. She devises innovative activities, to explain this concept, such as decorating boiled eggs. Children make each egg different on the outside and then crack the egg to see that they are the same on the inside.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

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| Unique reference number | 507278 |
| Local authority | Surrey |
| Inspection number | 10317340 |
| 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 7 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | 25 May 2018 |

Information about this early years setting

The childminder registered in 1996 and lives in Epsom. She works Monday to Thursday between 7.30am and 5.30pm, throughout the year. The childminder is in receipt of funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- This was the first routine inspection the provider 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 childminder spoke to the inspector about her intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector took account of parents' views through written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this in children's 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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