

Childminder report

Inspection date: 9 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and nurturing environment for children. She knows children well and is attentive to their individual needs. For instance, the childminder is quick to notice when children are ready to start toilet training. Children learn to manage their self-care needs. The childminder encourages them to persevere at these tasks, such as when they stand on a step to wash their hands in the sink. This helps to build children's confidence in their own abilities.

The childminder supports children's communication and language skills through warm and positive interactions. She models words appropriate for children's ages and abilities. For example, the childminder introduces names of fruits that children may not know, such as 'sweetcorn' and 'lime'. She helps children remember names of foods that they have come across before, demonstrating how they can link their learning together. Older children proudly share what they know with the childminder, such as adding more description when talking about their toys by saying 'a big red truck'.

The childminder ensures that routines in the day are well-established. She explains to children what is happening next, such as when she explains that after tidying up, they will wash their hands ready for snack. In this way, children develop an understanding of what is expected of them. Children behave well and remember to use good manners, such as 'please' and 'thank you' appropriately.

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

- The childminder places a high priority on promoting children's social and emotional development. She models good qualities, such as compassion and empathy throughout the day. Children apply the example set by the childminder and show their care and sympathy towards each other, such as when they sensitively check on others who accidentally hurt themselves.
- The childminder provides children with ample opportunities for outdoor play as a key part of the curriculum she offers. She makes good use of local places of interest to support children accessing a broad range of activities in different environments. For example, children attend local playgroups, which the childminder organises for children who need further help to develop their social skills. They visit the woods and parks where they develop their imaginations when they explore nature. During these outings children continue to develop their physical skills, such as when they climb, run and jump.
- The childminder supports children's early literacy skills well. Children love to choose their favourite books, presenting them to the childminder to read. They listen attentively and use the pictures to help them retell parts of the story. This supports children's love for books. The childminder provides child-safe knives for

children to practise cutting up fruit into smaller pieces. This helps to strengthen the small muscles in their hands in preparation for making controlled marks with writing tools.

- The childminder recognises the importance of raising children's awareness of other cultures, traditions and languages. She gathers information about children's home experiences and talks about them to children. For instance, when children go on holiday to their parent's home country in Poland to see their extended family, the childminder shows them photographs of her travels to the same country. This helps to prepare children for their forthcoming trip.
- Children remain focused during adult-led activities that the childminder engages them in. They develop new skills and knowledge as they play, such as, when the childminder shows them how to use a rolling pin to flatten a ball of play dough. However, on occasion, the childminder introduces and leads activities for children in quick succession and does not consistently support them to make choices about their independent play and learning. This means that children do not always have opportunities to explore their ideas for themselves or practise and refine skills they learn freely.
- The childminder develops good partnerships with parents. She communicates verbally and sends photographs to parents, sharing children's enjoyment when they are in her care. Parents work closely with the childminder and readily seek advice to support their children's learning and development at home. This shared approach supports children's continual progress.
- The childminder is committed to her continual professional development. She regularly attends online courses, shares good practice with local childminders and researches early years topics. The childminder identifies that her skills in art need improving to further support children's creative skills. She applies what she learns to successfully help children express themselves through the use of different art materials.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- review and improve teaching skills for children's independent play to further support them to make choices and extend their own learning.

Setting details

Unique reference number	120727
Local authority	Surrey
Inspection number	10355313
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 November 2018

Information about this early years setting

The childminder registered in 1992. She lives in Farnham, Surrey and provides care for children from Monday to Wednesday, 8am to 6pm, all year round. The childminder is eligible for funding for the provision of free early years education for children aged two, three and four. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sonia Panchal

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 provider.
- The childminder showed the inspector around her home and discussed how she keep the children safe.
- The childminder spoke to the inspector about about she wants children to learn.
- 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 carried out a joint observation of a group activity with the childminder.
- Parents shared their written views about the education and care their children receive.
- 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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