

Childminder report

Inspection date: 24 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and secure. The childminder seeks lots of information about children's individual needs and requirements when they first start at her provision. This helps children to settle quickly and build a sense of belonging. The childminder is a good role model, who helps children to learn about sharing with others and how to behave well. Children are patient and kind and can express their own feelings with ease. The childminder provides children with lots of praise and encouragement. For instance, as they try to put on their socks, she repeats instructions which they follow to help them to succeed. Children show increasing perseverance and concentrate on tasks. They access resources and toys independently, which helps them to make their own choices in their play and learning.

The childminder helps children to learn about making healthy choices in the food they eat. They are provided with home-cooked meals and a range of different fruits each day. Children are learning about keeping themselves safe and to manage risks. For example, they know when to wash their hands and also recall facts, such as talking about how knives are sharp as they role play. The childminder helps children to feel valued and respected in their changing interests. She plans well for different opportunities and experiences to support children's learning.

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

- The childminder tracks and monitors the progress that children make. She is quick to identify potential gaps to ensure that children have additional support, if required. The childminder sets next steps to challenge children's learning. This helps children to make good progress.
- Children are learning about the differences and similarities between themselves and others. They go on lots of outings in the community and this helps them to learn about the wider world around them. Children have access to a variety of toys and books that help to introduce them to different cultures and people who help us.
- The childminder establishes good partnerships with parents. She keeps them informed about the progress their children make. However, the childminder does not collect or share information from other settings that children attend. This does not fully support continuity in their learning and development.
- Children are starting to use early mathematics in their play. For example, they count items and notice when they are similar in colour or shape. Children create towers with blocks and refer to the structure as 'a tall giraffe'. This demonstrates children are using their recall and memory skills in their learning.
- The childminder helps children to build on their physical skills. Children play outdoors on large equipment to help them to develop balance and spatial

awareness. Children are developing their small physical skills and coordination as they use simple technology. They press buttons to create sounds and make patterns and shapes with play dough.

- Children are developing their communication and language skills as they hold lots of discussions with the childminder. Overall, the childminder supports their language skills. For instance, she regularly asks them questions, which helps them to build on their range of words they use. However, occasionally, the childminder does not give children time to respond with their own views and suggestions.
- The childminder is reflective in how she can improve the care she provides. She understands the importance of gathering the views of parents and children to help to inform areas she can adapt and change. The childminder plans well for her professional development to keep her knowledge up to date. A recent course on 'Identifying Neglect' has helped the childminder to remain highly vigilant in how she safeguards children.
- Children use their imaginations and make links to what they already know and can do. They pretend to make tea and cook lunch for their favourite soft toy characters. Children become engrossed in story time as they help to recall parts of the book they remember. This helps children to build a love of stories and develop their early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of protecting the children in her care. She is confident in how she would identify potential signs of abuse and how she would report any concerns for a child's welfare. The childminder is confident in recognising wider safeguarding issues, such as online abuse and how to support children. The childminder uses robust risk assessments for all areas of her provision and when on outings, to help to keep children safe. The childminder regularly reviews her policies and procedures to ensure they hold correct details and information.

What does the setting need to do to improve?

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

- share information with other settings that children attend, to provide them with a consistent approach towards their learning
- allow children more time to think and respond to questions asked of them.

Setting details

Unique reference number	2506292
Local authority	Surrey
Inspection number	10207765
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2019 and lives in Addlestone, Surrey. She provides care all year round, Monday to Friday from 8am to 6pm. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector accompanied the children and the childminder around the areas of the home used for the childminding provision.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.
- 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 and how she evaluates her provision and the current areas identified for improvement. A range of documentation was sampled, including suitability checks and qualification certificates.

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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