

Childminder report

Inspection date: 18 January 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Not applicable
--	----------------

What is it like to attend this early years setting?

The provision is good

Children develop strong bonds with the childminder as they explore in the warm, welcoming, and inclusive environment. They demonstrate a positive attitude to learning and enjoy playing with a range of toys and resources. Children respond positively to the childminder, who interacts with them, stays close and offers support when needed. For example, she observes when children try to roll dough into a ball. She uses effective teaching strategies, such as demonstrating how to use the palms of their hands to do this. Children copy with enthusiasm and create different sized balls with the dough.

Children behave well. The childminder has high expectations for children's behaviour. She is a positive role model and teaches children to listen, communicate positively and to be caring. Children receive lots of praise and encouragement, which promotes their confidence and self-esteem. They are happy to take turns and share resources. They form good friendships with one another and play together happily.

Children lead active and healthy lifestyles. The childminder provides children with indoor and outdoor physical play opportunities. They play in the childminder's garden, visit the park, and benefit from regular fresh air and exercise. Children learn from real-life experiences, such as trips to the shops to buy fruit for meals and snacks. These activities help them to gain the skills they will need for their future.

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

- The childminder shows a good understanding of how children learn and develop. She talks to parents prior to children attending her setting to find out what their children can do at home. She makes regular assessments of what children can do and uses this information to plan for the next steps in their learning.
- Children have good opportunities to develop their mathematical skills through everyday play experiences. For instance, they make snakes using dough and talk to the childminder about the size of the snakes and the number of eyes they have. Children know that snakes have two eyes and recognise which is longer and shorter.
- Children show great enthusiasm for acquiring new skills and persevere as they complete difficult tasks. They demonstrate this as they learn how to push dough through a tube, and excitedly show the childminder the 'spaghetti' they have made.
- Overall, the childminder supports children's communication and language skills well. She sings songs to children and encourages them to join in. However, although she uses skilful questioning, she does not always allow the children

time to think and respond.

- Partnerships with parents are good. The childminder shares information with them daily about children's care and development. Parents speak very highly of the childminder and comment how well their children are cared for. They say that the childminder provides the children with the right range of activities, indoors and outdoors. They comment that the children love going to the childminder's house.
- The childminder encourages children to understand how to keep themselves healthy. For example, they wash their hands before meals. Children learn about keeping themselves safe, such as how to cross the road safely.
- Overall, the childminder encourages children to complete tasks independently, such as helping to tidy the toys after play. However, on occasion she does not encourage children to manage their self-care as independently as they could. For instance, she does not always encourage them to recognise when to wipe their noses and to manage this task for themselves.
- Children demonstrate an understanding of the wider world and the things within it. For example, they comment on the weather and identify that it is sunny. When they sing songs with the childminder about spiders, they make links, such as observing that a spider has built its web on the window.
- The childminder demonstrates a positive attitude towards making improvements to her practice. She recognises that she now needs to build on her understanding even further to enhance her existing knowledge to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities in keeping children safe from harm. She knows the signs that could indicate that the child is at risk and the reporting procedures to follow if she has any child protection concerns. The childminder understands what to do in the event of an allegation being made against herself or a member of her household. She carries out thorough safety checks of her home and garden to help her to provide a safe environment for children.

What does the setting need to do to improve?

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

- give children more time to think, answer and respond to questions, to develop their language and conversation skills even further
- continue to support children to manage their personal care needs more independently
- explore further training opportunities to strengthen existing knowledge.

Setting details

Unique reference number	2518289
Local authority	Surrey
Inspection number	10207958
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 4
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Guildford, Surrey. She operates between 7.30am and 6pm, Monday to Friday for most of the year.

Information about this inspection

Inspector

Ingrid Howell

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 her evaluation of the provider.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector held a discussion with the childminder following one of the activities to assess her understanding of the curriculum.
- The inspector sampled a range of documentation, including paediatric first-aid certificate and public liability insurance.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022