

Childminder report

Inspection date: 31 January 2022

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 settled. They confidently enter the setting and say goodbye to their parents. The childminder and her assistants have high expectations of the children and generally provide challenging activities to help them progress in their learning.

Children have daily opportunities to develop their physical skills. They learn to move with confidence up and down steps in the garden and kick the football around the garden. Children enjoy 'cooking' in the mud kitchen where they use a variety of utensils and offer adults 'food to eat'.

Children have fun learning about different cultures. For instance, during the Chinese New Year celebrations, they learn new vocabulary, such as 'noodles' and 'tiger'. Children concentrate as they fill containers using scoopers. This supports them in developing the strength in their hands.

Children are learning to become independent in readiness for when they move on to school. They learn to do the zip up on their coat, use their spoon to feed themselves and wipe their face when they finish their lunch. Children become used to taking turns. For example, they choose the songs they listen to and the stories the adults read to them.

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

- The childminder works with two assistants. They attend training to enhance their professional development, which helps them to gain a secure understanding of their role and responsibilities. For example, they have completed 'an introduction to childminding' training. Regular supervision and planning meetings enable them to discuss their key children and to plan for their learning. The childminder and her assistants observe each other to identify areas for further improvement in their practice.
- The curriculum is generally well planned and provides a range of creative activities to support children's learning. For example, the story of 'The Very Hungry Caterpillar' helps children to learn the days of the week, to taste different foods and to count. Children learn about the world around them, such as recycling and the names of the animals on the farm. However, on some occasions, the intent for children's individual learning is unclear. For example, during planned group activities, some of the younger children do not get the levels of support they need.
- The childminder ensures that children have many opportunities to promote their communication skills. They listen to stories throughout the day, sing songs and follow simple actions. This helps to support children's language development,

particularly those who speak English as an additional language. Posters are used to encourage children to talk about what they see. For example, in the play kitchen, they learn the names of the different fruits, such as 'kiwi', 'strawberry' and 'banana'. The childminder and her assistants model language, which enables children to learn how to pronounce the words they hear.

- Children are learning to be kind and caring towards each other. For example, they hold out their hand to invite their friend to take part in the action rhymes. The childminder and her assistants are positive role models and speak to each other with respect. They provide clear explanations to children when their behaviour is unwanted and give positive praise when children are kind. This helps children to learn right from wrong. The childminder uses books such as 'Teeth are not for biting' and 'Hands are not for hitting', to help children to understand behaviour.
- Partnerships with parents are good. Parents comment that they feel very well supported by the childminder, who provides advice on sleeping, toilet training and managing children's behaviour. An electronic app is used to upload photos and information about children's care, progress and learning. In addition, the childminder provides verbal updates when parents collect their child. The childminder is aware that children have had limited opportunities to socialise with others during the COVID-19 pandemic. She provides an extended settling-in period. This helps to build parents' trust and enables the children to become familiar with the adults who care for them.

Safeguarding

The arrangements for safeguarding are effective.

Risk assessments are effective, which keeps children safe. The childminder and her assistants supervise children well, for instance when they go up and down the steps in the garden. All adults demonstrate a secure understanding of how to protect children and keep them safe. For example, they know what to do if a child is at risk of harm and the procedure to follow in the event of an allegation being made against an adult working with the children. Recruitment procedures are robust. Ofsted is notified of all adults living or working on the premises to check their suitability.

What does the setting need to do to improve?

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

- strengthen the planning of the curriculum to ensure that the intent for all the activities provided is clear, so that children's individual needs are consistently targeted.

Setting details

Unique reference number	2520286
Local authority	Surrey
Inspection number	10208030
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	0 to 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Egham, Surrey. She operates for most of the year from 7am to 6pm, Monday to Friday. The childminder works with two assistants.

Information about this inspection

Inspector

Maria Conroy

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to the childminder and her assistants at appropriate times during the inspection.
- The inspector spoke to some parents during the inspection and took account of written reviews provided by other parents.
- The childminder and the inspector carried out a joint observation during a planned activity.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact on 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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