

# Childminder report

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Inspection date: 31 January 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a nurturing, home-from-home environment. Children have strong attachments to her. They feel valued and settle quickly. Children who are collected at midday from nursery school show great delight at seeing their friends. They are greeted with a smile and welcoming cuddle from the childminder. Back at the childminder's home, children are familiar with the routines and readily put their shoes and coat away. They are keen to join activities such as singing and dancing, which they do with great enthusiasm. Children practise new skills, such as spinning and balancing, and are proud to demonstrate their dance moves. The childminder seizes opportunities such as these to build on their physical skills. For instance, children develop big bodily movements and learn to think about rhythm as they wave ribbons around them. Toddlers shake musical instruments and explore the different sounds they make. The childminder consistently interacts with children warmly and with genuine affection.

Children behave well and show kindness and consideration to their friends. Older children illustrated this as they accidentally bumped into a younger child and immediately said 'sorry'. They inquired whether toddlers had said any new words during the morning, showing a keen interest in their welfare. From an early age, children learn to care about others. All children are keen to learn and show a great interest in their surroundings.

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

- The childminder knows the children well. She assesses their learning accurately and uses this information to identify how to build on what they know and can do. For example, the childminder seizes opportunities to introduce new words as children engage in their imaginary play. Older children communicate confidently and develop good speaking and listening skills.
- The childminder is skilled in helping children to develop good mathematical skills. For instance, children scoop up sand into containers and use language such as 'more than' and 'less than'. They hunt for numbers in their play and confidently put them in sequence.
- Children benefit from a wide range of experiences. For example, they regularly enjoy outings to local groups and music sessions, where they have opportunities to socialise with other children. However, opportunities for children to explore rich and meaningful experiences that promote an understanding of people, families and communities beyond their own are less frequent.
- The childminder promotes children's good health. Children learn to make healthy choices and select their own fillings for their sandwiches. They discuss food that is good for their bodies and talk to visitors about the importance of cleaning their teeth every day.

- Children play well together and consistently show good manners. For example, they listen to their peers as they recall events and outings at home. Children are patient and share willingly. They say 'please' and 'thank you' to the childminder and each other.
- Partnerships with parents are good. The childminder works closely alongside them to enable consistency in children's care. For example, she supports them towards the goal of potty training their children. The childminder provides parents with frequent updates about their children's progress and activities. She provides suggestions about how they can build on their children's knowledge and skills at home. Parents are highly complimentary about the care and education their children receive.
- The childminder has a strong vision for her setting and evaluates her practice well. This enables her to continually make improvements. The childminder regularly updates her skills and knowledge, for example through online training and research. She works in effective partnership with other professionals to help all children reach their potential.
- The childminder teaches children how to manage their own safety. For example, children take part in emergency evacuation drills and are involved in risk assessments. The childminder is aware of and protects children from hazards they may come across on outings and when playing outside. She recognises that she could build on children's awareness of potential risks even further, such as how to stay safe should they use digital media at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes relevant training to refresh her sound knowledge of child protection procedures. She has a good knowledge of the signs that may indicate a concern about children's welfare, including abuse and extremism. The childminder knows the procedures to follow and the people to contact should she have a concern. She supervises children well, to ensure their well-being. The childminder uses resources that are age-appropriate, to ensure they are suitable for children to play with.

## What does the setting need to do to improve?

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

- provide more opportunities for children to develop their understanding of traditions and cultures beyond their own, to help promote their understanding and appreciation of diversity
- strengthen the support provided to children to enhance their awareness of how to stay safe when using digital media at home.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2520837                                                                           |
| <b>Local authority</b>                             | Surrey                                                                            |
| <b>Inspection number</b>                           | 10208061                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 5                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019 and lives in Staines-upon-Thames. She operates from 7.30am until 6pm, Monday to Thursday all year round. The childminder holds a relevant childcare qualification at level 3. She is in receipt of funding for the provision of free education for children aged three and four years.

## Information about this inspection

### Inspector

Jane Franks

### 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 explained her curriculum to the inspector to share what she wants children to learn and how she supports them to make progress.
- The inspector and the childminder carried out a joint observation together to reflect on the quality of teaching and learning during an adult-led activity.
- The inspector spoke with children and parents to take account of their views.
- The inspector viewed relevant documentation, including evidence of the suitability of persons living in the household and the childminder's 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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