

Childminder report

Inspection date: 14 June 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, including those new to the setting, develop strong attachments with the childminder and each other. Babies and children know to look to the childminder for reassurance, which she gives warmly and willingly. Older children learn to show great consideration for those younger than themselves. They collect suitable toys for the younger ones and show concern, for example when they discover the baby's hat and put it on their head gently. Babies and children build strong communication and language skills. For example, babies babble and enjoy having a conversation with the childminder, who actively engages them. Older children confidently hold conversations with adults and use full sentences as they do so.

Children behave well and develop a good understanding of consequences to their actions. For example, the childminder explains carefully why they should not do something or act in a certain way and at a level they can understand. The childminder has a clear intent for the curriculum. She has a clear understanding of assessing any gaps in development and successfully plans for children's learning. Therefore, the curriculum is ambitious for all children. Children develop good independence skills. For example, they dress and undress themselves and can prepare their fruit and pour their drinks at snack times. Children show great perseverance at the task of peeling their orange.

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

- The childminder started her business during the COVID-19 pandemic and worked closely with parents to support new children to settle quickly at her provision. For example, she was aware that children had not socialised with others. She ensured that she sequenced this learning to build children's confidence gradually in ways that enabled them to feel comfortable. This method was successful in helping children to develop good levels of confidence in new environments and in socialising with others.
- There are clear processes for sharing information with other early years settings that children also attend. For instance, the childminder exchanges developmental information with key persons to ensure that there are no differences in their assessments.
- The childminder is skilled at using distraction as a positive behaviour management technique. She consistently and calmly reinforces the house rules and gives clear explanations to support children's awareness. This enables children to continue their learning and enjoyment as they play together.
- Overall, the childminder actively encourages and challenges children to develop skills. For example, during water play, she uses pipettes to enhance children's small muscle development needed for early writing. However, the childminder does not always weave mathematical concepts into their play to further support

children's identified next steps in learning.

- The childminder seeks the views of children and values their opinions. For example, she canvases what they would like to do or eat and where they would like to play. This helps children to develop a good understanding of having and sharing their opinions and listening to those of others.
- Children have a lovely awareness of the natural world. For example, they understand that to see a rainbow there needs to be rain and for the sun to be shining. Children have many opportunities to be out and about enjoying learning experiences at local parks and gardens.
- Babies thoroughly enjoy exploring their surroundings and using their large muscle skills. For instance, they crawl through the tunnels in the garden to the childminder waiting and encouraging at the other end.
- Children learn about the importance of good health and hygiene and learn about their bodies. For example, they discuss that babies are not born with teeth and how these grow. Children know that they need to wash their hands to remove the germs.
- Partnerships with parents are good. The childminder successfully shares information with parents on a daily basis. This helps to ensure that they are fully up to date about their child's care routines and learning. Parents comment that their children have learned many skills in their time with the childminder. Also, they say that the childminder provides lots of different stimulating activities, experiences and outings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of child protection and the wider aspects of safeguarding. For instance, she understands about different cultural practice and has clear procedures to refer any child protection concerns. There is a clear programme of ongoing professional development. The childminder attends regular training and undertakes research to enhance her knowledge. For example, she recently attending designated safeguarding lead training, which provided her with an even greater and in-depth understanding. The childminder has a clear understanding of risk assessment and the safe use of equipment. For example, she identifies hazards in the garden and supports children's awareness of their own personal safety. Children understand learn how to negotiate the steps in the garden safely.

What does the setting need to do to improve?

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

- weave mathematical concepts into children's play experiences to further support their identified next steps in learning.

Setting details

Unique reference number	2522423
Local authority	Surrey
Inspection number	10231990
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	4
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Milford, Surrey. She operates from 7.30am to 5pm Monday to Friday for most of the year. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector took account of parents' views through written feedback.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact of this 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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