

Childminder report

Inspection date: 26 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

The childminder and her assistants create a welcoming, safe and homely environment for the children. They provide a range of exciting activities which focus on children's individual learning needs. The childminder finds out about children's care routines at home and follows these closely. This helps support children's health and emotional well-being. Children are friendly and behave well. They grow in confidence through the childminder and her assistants' reassurance and praise.

Children show great enthusiasm as they engage in make-believe play. They pretend they are making potions, using ladles, flowers, pots, pans and colourful water. Children describe what they are doing to the childminder, who supports their language development by making suggestions.

Children move freely around the rooms and outdoor area, happily making decisions about what they want to do and play with. They show confidence towards visitors and are happy to show them their favourite toys or sit with them and talk. Children thoroughly enjoy playing outside and use the equipment safely to extend their physical development. They negotiate how to use the obstacle course and beam with pride when they reach the other end of the plank.

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

- The childminder uses her observations of children, as they play, to monitor their progress and outline any gaps in their development effectively. Children make good progress from their starting points and learn useful skills to prepare them for the next stage in their learning.
- The childminder plans stimulating activities which are linked to the children's interests. However, she has not thoroughly considered the set up of the main play areas, to ensure that she is able to cater for children who require quieter activities and time for reflection. At times, children look around for things to interest them, away from the noisy activities on offer.
- Parents are highly complimentary about the childminder. The childminder and her assistants keep parents well informed about their child's daily progress and routines. Parental feedback is welcomed by the childminder on how she can improve her provision and enhance children's development.
- Children settle well and swiftly form close bonds with the childminder and her assistants. The childminder and her assistants constantly chat to the children. They describe what the children are doing and introduce new words to their vocabulary. At times, the childminder and her assistants do not recognise spontaneous opportunities where they can encourage children to think and explore for themselves. For example, when learning about how toys work,

children could explore toys before adults show them what to do.

- The childminder is passionate about enhancing her knowledge. She provides regular supervision sessions and coaching to support her assistants to develop their practice. The childminder has kept herself up to date with recent changes to the early years foundation stage and has undertaken additional training.
- Children develop their sense of responsibility well. They help the childminder set up activities. They listen carefully to instructions when using rice in the trays and love using the hose to wash the shaving foam on the patio. However, sometimes, the childminder and her assistants do things for the children instead of encouraging them to do things themselves, such as dressing them or putting their shoes on for them.
- The childminder and her assistants promote healthy lifestyles well. They undertake exciting trips in the local community, such as to local woodlands and farm. Children learn about the local community and people who help us, which helps to develop their understanding of the world. Children understand the importance of washing their hands after play and before meals.
- The childminder and her assistants are good role models for the children. They work effectively with other professionals involved in children's care and have high expectations for all children. They provide targeted support for children who need additional help.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of their role in safeguarding children. They recognise the possible signs of abuse and issues of safeguarding children, such as the 'Prevent' duty. The childminder knows what to do if she has a concern about a child or if an allegation is made against herself, her assistants or household members. The childminder ensures her knowledge remains up to date and completes the necessary safeguarding training. The childminder and her assistants supervise children well and support children to learn how to keep themselves safe through everyday routines.

What does the setting need to do to improve?

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

- strengthen understanding of how to identify and promote spontaneous opportunities for children to investigate and explore in their play
- consider how to promote children's independence skills further, in particular during daily routines
- review the organisation of quieter activities so that children have opportunities to get the most from their learning experiences.

Setting details

Unique reference number	2534114
Local authority	Surrey
Inspection number	10215159
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	9
Number of children on roll	24
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Woking, in Surrey. She holds an early years qualification at level 3. The childminder operates all year round, from 7.30am to 6pm, Monday to Thursday, and from 8.30am to 6pm on Friday. The childminder provides funded early education for three- and four-year old children. She employs two assistants.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children and assistants spoke with the inspector at appropriate times throughout the inspection. The inspector observed the interactions and the conversations between the childminder, assistants and children, and considered the impact these have on children's learning.
- The parents' views were taken into account by the inspector.
- The childminder showed the inspector her relevant documentation and evidence of her suitability and that of her assistants and household members.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.

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