

Childminder report

Inspection date: 13 July 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 are happy and settled in the childminder's warm, welcoming and stimulating home-from-home environment. Effective settling-in procedures are in place and children quickly form strong attachments with the childminder. Children confidently make independent choices in their play from the broad range of activities available to them. For example, toddlers show good control of their movements as they push cars and trucks across the furniture. They turn on mechanical toys and spin wheels, which helps to develop the muscles in their hands and fingers. Children enjoy singing nursery rhymes and join in with action songs. They explore different sounds with enthusiasm and demonstrate this as they shake and play musical instruments. Children willingly share their toys and resources at a young age and show good relationships with their peers.

The dedicated childminder has high expectations for all children in her care. She is a positive role model and gives children consistent encouragement to achieve their goals. For example, toddlers show good problem-solving skills and persevere until they work out how to open the door of the play house. They beam with pride, are highly imaginative and thrive as they engage in their pretend play.

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

- The childminder completes accurate assessments of children's progress. She knows the children in her care well and can confidently talk about their achievements and next steps in learning. The childminder plans a curriculum that focuses on their ongoing development and adapts her teaching to support their individual learning styles. For example, she introduces additional resources to encourage children to transport objects in different ways as they engage in their play. Children make good progress from their starting points.
- The childminder provides children with numerous opportunities to build on their developing speech and language skills. She engages them in stories and regular conversations throughout the day to extend and build on their developing vocabulary. For example, children explore a range of textures during messy play. They use natural resources, such as pine cones to make marks. The childminder speaks clearly and introduces words, such as 'soft' and 'hard.'
- Children develop an interest in early mathematics from a young age. For instance, the childminder skillfully incorporates the use of numbers into everyday conversation and play. She illustrates this as she counts alongside babies and toddlers as they negotiate steps in the garden and transport objects of interest.
- The childminder effectively supports children's confidence and social skills. For example, children attend groups in the community and have opportunities to interact with others. This helps them to learn to share, take turns and prepares them for the next stage in their learning.

- Young children show good independence for their age. They behave well, listen to instructions and complete small tasks, such as tidying away toys and finding their own shoes. The childminder is a good role model. She demonstrates and explains to children why they need to wash their hands before eating their snacks, for example.
- Children have many opportunities to build on their understanding of the world. For instance, they enjoy visits to country parks, and outings to the pet shop and garden centre. Children delight in exploring nature and build on their knowledge of a variety of animals.
- The childminder regularly keeps parents informed about children's progress, such as through written photos and accurate assessment checks. However, discussions about children's dietary requirements are less frequent to help widen their food choices and understanding of healthy eating.
- The childminder regularly evaluates her provision to drive improvement. She attends regular training to help raise standards for children. She has established strong links with other childminders in the local area and uses her experience and knowledge to share good practice. However, she does not share information with all other settings that children attend, to ensure continuity in their care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of signs and symptoms of when a child may be at risk of harm. She regularly attends safeguarding training and knows who to contact should she have any concerns about the welfare of a child. The childminder completes daily risk assessments and ensures the premises are secure, safe and free from potential hazards. She supports children to develop a good understanding of their own personal safety. For example, she teaches children how to stay safe when crossing and involves them in evacuation drills.

What does the setting need to do to improve?

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

- build on communication with parents to widen children's food choices to help build on their child's ongoing needs and preferences
- develop partnerships with other settings that children also attend to promote continuity in children's learning and development.

Setting details

Unique reference number	2538330
Local authority	Surrey
Inspection number	10231997
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 8
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Farnham, Surrey. The childminder provides care Monday to Thursday from 8am to 5.30pm, for the majority of the year. She holds an appropriate home based childcare qualification.

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 provider and has taken that into account in her evaluation of the setting.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- The childminder discussed children's progress and next steps with the inspector.
- Parents' views were taken account of by the inspector.
- The inspector sampled documentation, including evidence of suitability and children's records.

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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