

Childminder report

Inspection date: 1 March 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 friendly and confident. They are happy in the setting and benefit from their time with the childminder, her co-childminder and other children. Children enjoy their play and they are able to choose from a good range of resources, toys, games and books. They interact well with the childminder, who plays with them at their level and is warm and affectionate. This gives children reassurance and helps them to feel safe.

Children have frequent opportunities to walk among the leaves in the local woods. They are supervised as they climb trees and explore their surroundings. Children learn the names of trees, birds and other creatures as they investigate the natural environment. Children delight in the opportunity to feed the animals the childminder keeps, such as alpacas, pigs and sheep. They assist the childminder by counting out scoops of food for each animal and understand how to keep themselves safe near livestock.

Younger children are beginning to understand expectations for their behaviour. For example, the childminder reminds them not to throw toys when they become overexcited or upset. She teaches them that they could hurt their friends, which helps them to learn why some behaviours are not acceptable.

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

- The childminder gathers a range of information from parents when children start with her. She finds out about children's routines, likes and dislikes and what they can do. The childminder uses this information to plan for children's next steps. She knows to focus on the prime areas of learning for the youngest children.
- Children take part in daily outings in their community. They enjoy plenty of exercise, fresh air and space to explore safely during their walks on the common and through the woodland. This helps to enrich children's lives and further develops their understanding of the world around them.
- The childminder has good knowledge of the children in her care. She uses her ongoing observations to understand children's level of achievement, interests and learning styles. The childminder incorporates their next steps in learning into her planning to support children's development. However, at times, children are not fully engaged in activities, so they wander around the room looking for something to challenge their learning further.
- Partnerships with parents are positive. The childminder regularly shares information with them about their child's learning and development and the activities they have enjoyed. Parents' written comments demonstrate that they are happy with the level of care provided. They are particularly happy with the nurturing environment that the childminder provides.

- Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources for the children to explore.
- The childminder focuses on giving children first-hand experiences of the world and encourages them to learn by giving things a go. For example, children develop strong physical skills and awareness of risks as they learn how to care for animals. Parents are delighted with how much their children learn with the childminder and her hands-on approach to teaching.
- The childminder thinks about her teaching and the impact this has on children's development. She evaluates the activities she provides. Children make good progress in their learning, particularly in their physical development. The childminder has undertaken recent training to ensure that she is up to date with current practice. However, generally, she does not pursue her own professional development fully to enhance her skills to the highest level.
- Children show high levels of independence. They know their routines well and help to tidy up resources when requested. Children learn about personal hygiene and how to contribute to their good health. For example, they regularly wash their hands and enjoy healthy, home-cooked meals.
- The childminder ensures that children have plenty of opportunities to count and recognise colours, numbers and shapes as they play. She skilfully reinforces this learning through enjoyable activities that capture children's interest, such as building a variety of towers with different-coloured and shaped bricks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe. She keeps up to date with changes in child protection legislation by completing mandatory training. The childminder has a good understanding of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows the procedures to follow to report any concerns of this nature. The childminder is considerate of younger children's safety. For example, she ensures that the children are well supervised when they are with the animals. She ensures that children understand how they should behave when around animals.

What does the setting need to do to improve?

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

- build on children's interests so that all children are involved and challenged in play activities
- consider ways to access further training opportunities to extend knowledge and skills.

Setting details

Unique reference number	2538680
Local authority	Surrey
Inspection number	10215280
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 4
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Woking, Surrey and works in Guildford, Surrey. She operates all year round from 8am until 6pm, Monday to Friday. The childminder holds an appropriate home-based childcare qualification at level 3.

Information about this inspection

Inspector

Amanda Harrison

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 the evaluation of the setting.
- The inspector had a tour of the premises and invited the childminder to take part in a joint observation.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how the early years provision and curriculum are organised.
- The inspector looked at relevant documentation, including evidence of the suitability of people living at the premises.
- The inspector took account of the views of parents through written and verbal feedback.

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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