

# Childminder report

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Inspection date: 18 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

Children respond very well to the friendly and caring childminder. Her nurturing approach helps to create a loving and positive atmosphere, where children feel completely happy, safe and at ease. Children make strong and trusting bonds with the childminder. They happily approach her for affection and ask for any help they may need. Children respond well to the childminder's high expectations for what they can achieve. They enjoy taking part in a broad set of experiences. For instance, children happily recall visits to the local garden centre to observe tropical fish. They understand the clear expectations set by the childminder to help promote their good behaviour. Children enjoy playing together and learn valuable social skills.

Children learn about the wider world around them and develop consideration for others who are different from themselves. Every child's unique personalities are celebrated. Children show good levels of concentration and demonstrate positive attitudes to learning. This is illustrated as they have great fun and persevere when threading coloured beads onto laces. Children show great pride and happily share with the inspector the different colours they have used. They quickly gain the skills needed to succeed in their future education. For instance, children demonstrate a great love for books and reading. They learn how to handle books carefully and turn the pages one at a time.

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

- The childminder is well informed about each child. She makes regular observations of what children know and can do. Activities are planned for the children's current interests and enjoyment. For example, children's love for role play keeps them actively engaged for long periods of time. Children show high levels of engagement as they play 'shops' with a cash register and toy money. They giggle with delight as they find money hidden in the purse.
- Children and their families are at the heart of the childminder's service. During the COVID-19 pandemic, the childminder kept in close contact with families of children who could not attend. For instance, she delivered learning packs to children's families, so they could continue to keep children engaged and learning at home.
- The childminder regularly reflects on her own skills and knowledge. She seeks the views of parents and children, to help evaluate her practice. The childminder makes good use of training to help develop her skills and knowledge. For instance, recent training on the impact of adverse childhood experiences has increased her knowledge of safeguarding issues.
- Opportunities for children to learn about the world around them are well supported. For instance, the childminder uses daily walks, visits to the museum

and trips to the zoo to help children develop their awe and wonder of the world they live in. Parents comment positively about the wide variety of experiences their children take part in.

- The childminder can talk confidently about each of the children in her care. She uses her knowledge of what the children can already do and their current interests to plan for their next steps in learning. The childminder supports these next steps through her interactions with children. However, this is not always consistent. For instance, the childminder does not consistently extend children's mathematical knowledge further, particularly in relation to their early number skills.
- Children learn good personal hygiene practices as they wash their hands for routine activities, such as before eating. Children persevere to get their own shoes on and dress for outside play. However, the childminder does not consistently use daily routines to encourage children to complete tasks for themselves. For example, the childminder sometimes completes tasks for children that they could try to do for themselves. This does not fully support children to develop their independence to the highest levels.
- Partnerships with parents are strong. Parents are extremely positive about the care that their children receive. The childminder keeps parents well informed about their child's day and development. For example, she sends regular pictures of them throughout the day, so the parents can see their children are happy. Parents comment that their children 'love going to the childminder's house'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently describes indicators which would give her concern about a child's welfare. She knows the correct reporting procedures for her local authority and keeps updated with regular emails and training from them. The childminder has a secure understanding of wider safeguarding issues, updating her knowledge regularly through a range of training. She is clear about the importance of monitoring children's attendance and keeping children within sight and sound when they are outside. The childminder carries out daily risk assessment checks of her home to minimise any potential hazards.

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

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

- strengthen the programme for mathematics, to extend opportunities for children to build on their knowledge of numbers and counting
- make the most of teaching opportunities that arise as children play and through daily routines, to help develop their independence skills further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2539137                                                                           |
| <b>Local authority</b>                             | Surrey                                                                            |
| <b>Inspection number</b>                           | 10215305                                                                          |
| <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 3                                                                            |
| <b>Total number of places</b>                      | 5                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019 and lives in Farnham, Surrey. She operates all year round from 8am to 6pm, Monday to Thursday. The childminder holds a relevant level 3 childcare qualification. She is in receipt of funding for three-year-old children.

## Information about this inspection

### Inspector

Sarah Richards

### 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 that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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