

Childminder report

Inspection date: 1 August 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 safe in this friendly childminder's setting. They form secure bonds with the her from the start and build close friendships with their peers. For example, children demonstrate that they are emotionally secure and snuggle up to the childminder when they are tired.

Children are well mannered, polite and considerate of others. For example, they help each other to put on their shoes when going out to the garden. Children kindly take turns and share resources with each other. For instance, during a hook-the-duck activity, they willingly pass the net to each other in rotation.

Children have many opportunities to develop their independence and consistently manage their own personal care, such as washing their hands before and after meals. They make their own choices and decisions. For example, children set up the garden with toys that they self-select from a storage bunker. They learn how to keep themselves safe and understand how to use tools safely. For instance, they cut up their own fruit at snack time and pass fruit to one another. They are developing the skills they need to be ready for school.

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

- The children are effectively taught about healthy lifestyles and are provided with healthy snacks. Children assist with meal preparation and learn about cleanliness and germs when they help to clean the tables before and after meals. The childminder is committed to providing children with daily opportunities to be outside in the fresh air. Children have access to a variety of activities to develop their coordination, balance, and physical skills. For example, they play mini golf and attempt to hit a ball into a target.
- The childminder evaluates her practice and is proactive in continuing to develop her knowledge and skills. She attends regular targeted training that supports children's individual needs and provides her with strategies and ideas to further improve her provision. She has clear visions for the future and talks passionately about introducing natural resources to her setting.
- The childminder knows the children incredibly well and uses their interests to plan activities to support their next stage of learning. However, she does not fully consider information that she could gather from parents and settings to help her understand children's starting points from the outset.
- Children make good progress and are eager and confident to join in with all activities on offer. For example, children develop fine-motor skills and coordination as they excitedly pour and mix water into sand and explore the changes that happen. Children have opportunities to be creative and express their imagination, for example by designing and painting buckets to add to a

display. However, on some occasions, activities could be organised more effectively to provide more challenge for older children.

- The childminder uses spontaneous opportunities to teach children mathematical skills. For example, when children stand on a step to wash their hands, she encourages them to look in the mirror to compare heights. She introduces new concepts and describes children as 'taller', 'shorter', 'higher' or 'lower'.
- Children display a love of storytelling and books. They make comparisons between their own experiences and that of those in stories. For example, when eating melon for snack, children remember how the hungry caterpillar eats melon too. Children proudly inform visitors about the shows they perform with the childminder, acting out their own storylines and inventing their own characters.
- The childminder swiftly recognises any gaps in children's development and works closely with professionals to inform targeted focus plans for children. She signposts parents to other professional services, such as speech and language support.
- The childminder embraces the children's passion for music and singing and takes them to a weekly music class. Parents compliment the childminder for teaching the children so many new songs and highlight how their children's speech has improved since attending her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a firm understanding of her responsibility to keep children safe. She is aware of signs of different types of abuse and has strong procedures in place to follow in the event of a concern. The childminder keeps her knowledge up to date through regular safeguarding training. The childminder's premises is safe and secure, both inside and outside. She considers and minimises risks, including in relation to the family pets. She teaches the children the skills and knowledge to behave safely around them.

What does the setting need to do to improve?

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

- enhance ways to gather information about children's stages of development when they join to ensure they make the strongest start to their learning
- make full use of interactions with children and enhance how activities are adapted to offer further challenge to all children.

Setting details

Unique reference number	2545462
Local authority	Surrey
Inspection number	10232008
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 10
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 is childminding from her parent's house in Ashford, Surrey. The childminder offers care Monday to Thursday, 8.00am to 6.00pm. She accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Claire Estcourt

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 this into consideration in her evaluation of the provider.
- The inspector obtained the views of the parents.
- The inspector sampled a range of documentation, including a first-aid certificate, safeguarding policy and two-year progress check.
- The childminder and inspector completed a learning walk together and discussed the learning intentions for the children.
- The inspector observed the quality of education being provided and assessed the impact this was having on the children.

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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