

Childminder report

Inspection date: 28 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 this warm and welcoming setting. They have good relationships with the childminder and her co-minder, who are kind and caring. Children are confident to approach them for comfort and cuddles when they need reassurance. As a result, children feel safe and behave well.

Children show how they can use their imagination as they pretend to go shopping at the 'shop'. They explain how they are going to ride their bike to the shops. The childminder supports children's pretend play as she helps them to extend and elaborate their ideas and thoughts. For example, she encourages children to count how many imaginary apples they are going to purchase. Children pretend to pack the apples in their bags, counting confidently as they do so. Children develop good imaginations and early counting skills.

Children demonstrate a positive attitude and enjoy learning. The childminder has high expectations for children and is a good role model. She is kind and supports young children to share resources. For example, she encourages them to pass each other different toys as they play. This helps children develop positive relationships.

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

- The curriculum for indoors is well planned and builds on what the children already know and enjoy. This enhances their learning and supports children to make good progress. The childminder focuses her curriculum on their social, emotional, communication and language skills and their physical development, to support their future learning. However, the childminder does not make the most of the outdoor space to fully enhance children's enjoyment and learning. For example, the childminder recognises that she focuses too heavily on physical development in the outside space. This means that children do not have access to a broad curriculum outside. This can hinder children's learning opportunities for those that prefer to learn outdoors.
- The childminder skilfully supports children's communication and language development effectively. For example, she carefully listens to the language that children use and models good language to extend their vocabulary and sentence structure. The childminder adapts her language effectively when talking to young children. They clearly explain their needs and wishes using single words and gestures. Furthermore, older children learn about language to express how they feel. This has a good impact on children's language development.
- The childminder ensures children have daily exercise. Children develop good physical skills. They enjoy being active outside in the fresh air. For example, they skilfully learn how to use wheeled toys. Furthermore, the childminder provides children with a variety of opportunities to see the world around them.

For instance, they visit local play parks and local museums.

- The childminder manages children's behaviour well. She uses different strategies to support children's behaviour. For instance, she explains to children how they may feel using books that discuss different emotions. This helps children to think about how other children might feel and promotes positive behaviour.
- Parents state that they have 'excellent' relationships with the childminder, her co-minder and assistants. They enjoy receiving detailed information about the learning that children have engaged in, and they actively try to extend this at home. This means children benefit from a consistent approach to their learning. Parents feel that their children make very good progress in their development, especially their early language skills.
- The childminder is dedicated towards her professional development. She provides sufficient support to her co-minder and assistants to ensure children receive good learning care and learning opportunities. The childminder engages in regular online training, which allows her to stay up to date and enhance the opportunities available to children. She can also identify current areas she is working on to continue to make improvements for children. For example, she identified the need to raise her own knowledge on supporting children in early maths opportunities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends safeguarding training to keep her knowledge and skills up to date. She trains her assistant in her safeguarding policy. The childminder and her assistant have a good understanding of the signs and symptoms of abuse and know what to do and who to contact if they have any concerns about a child's welfare. They also know who to contact should they have concerns about the conduct of another childminder or childcare provider. The childminder has good policies and procedures of what to do if a child were to have an accident or a medical emergency.

What does the setting need to do to improve?

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

- further enhance the outdoor curriculum, to give children a broader range of experiences to promote their learning to an even higher level.

Setting details

Unique reference number	2561751
Local authority	Surrey
Inspection number	10232973
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	3 to 12
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Weybridge, Surrey. She works with a co-childminder and three assistants, one of whom holds a level 3 qualification. They offer care Monday to Thursday, 8am until 6pm, and Friday, 8am to 4.30pm, for most of the year.

Information about this inspection

Inspector
Kelly Lane

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 their evaluation of the setting.
- The childminder took the inspector on a learning walk in which they discussed the curriculum.
- The inspector observed the quality of education and discussed the childminder's practice.
- The inspector viewed the areas of the childminder's home and garden that children use.
- The inspector spoke to parents about the childminder's service and took account of their views.
- The inspector held a number of discussions with the childminder and with her co-minder. She looked at relevant documentation and evidence of the suitability of persons living or working on the premises.

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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