

Childminder report

Inspection date: 21 September 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 demonstrate they feel safe and secure in the childminder's warm and welcoming home. They have formed close, friendly relationships with the childminder and each other. Older children enjoy having the freedom to explore their surroundings. Younger children are given time to move around the setting, finding safe spaces to pull themselves up as they cruise around the environment. Children benefit from a calm atmosphere in which they are happy and confident.

Children behave well. They benefit from a consistent routine. This helps them understand and know what is happening now and what will happen next. Children follow the childminder's house rules. For instance, they know they take their shoes off when they come inside, and they wash hands before mealtimes. They are polite and respectful and enthusiastically help to tidy toys away when they are finished playing.

Children enjoy a range of activities that are planned to engage them in their learning. They enjoy collecting and using natural resources in their play. Children use these materials and accessible tools to support and extend their dexterity skills. They illustrate this as they scoop and manipulate play dough and pasta using precise movements. This develops hand-to-eye coordination and supports pre-writing skills well.

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

- The childminder works closely with parents to settle new children into her home. She tailors settling-in sessions to meet the needs of individual children and families. For example, she finds out a range of information about children from their parents before they start. This helps children to settle quickly and feel secure in the childminder's care. Parents speak positively about the childminder and her setting. They describe her as being kind, caring and thoughtful and are kept informed of their child's day.
- The childminder makes the most of local attractions and open spaces, such as the park, farms and nature trails in the woods. She meets regularly with a group of childminders and enables children to build relationships in a larger group. Children benefit from the fresh air while they learn about and collect items from the natural world around them. The children then bring these back to the setting and explore further. For example, the childminder created an autumn sensory tray for children to investigate, using the treasures they had brought back from an autumn walk. This helps to support children's communication and understanding.
- The childminder knows the children well. She confidently talks about children's individual personalities, interests and learning needs. Overall, the learning

opportunities are implemented effectively. However, sometimes, the childminder is not always clear on what she expects children to learn from the activities that are provided. This means that some activities are not precisely focused on what children need to learn next.

- Younger children know when they need a sleep. The childminder ensures children are comfortable before settling them to sleep. After their sleep, they lean in for a cuddle from the childminder until they feel more awake. This shows that established routines help to promote children's health and well-being.
- Promoting children's communication and language skills is a clear priority. The childminder introduces a wide range of vocabulary, such as 'roll', 'squish' and 'squeeze', when using play dough and takes her time to give full and detailed explanations to help children understand. She often sings to children during activities to help engage them and increase their language skills.
- The childminder supports children to adopt some effective hygiene practices throughout the day. For example, she encourages children to wash their hands before eating their snack. However, she does not consistently teach children why healthy routines, such as handwashing, are in place. This means that children do not begin to understand why these routines are important.
- The childminder focuses on her professional development to help build on her skills and knowledge. She seeks out new training to make positive changes that benefit children. For example, recent training has had a positive impact on how she supports behaviour in the setting. This means that children share and learn to take turns with others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of local safeguarding procedures. She develops a positive atmosphere and demonstrates a good understanding of the signs that a child might be at risk of harm. The childminder keeps her safeguarding knowledge updated. One of the ways she does this is through completing regular training. The childminder monitors children's attendance and is aware of wider safeguarding issues. She is aware of the steps to follow in the event of an allegation being made against her or a member of the household.

What does the setting need to do to improve?

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

- place stronger emphasis on the intent of activities provided for children to give a stronger focus on the learning for children
- strengthen hygiene practices to promote children's understanding of how to keep themselves healthy.

Setting details

Unique reference number	2575514
Local authority	Surrey
Inspection number	10249082
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Ashford, Surrey. The childminder operates her service from Monday to Friday, all year round. Sessions are from 7.50am until 5pm. The childminder holds a relevant level 3 childcare qualification. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Atkins

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 inspector and the childminder had a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, including evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector looked at written feedback provided by parents to gather their views and opinions about the setting.

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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