

Childminder report

Inspection date: 13 October 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 who attend the childminder's provision are confident and happy. They are eager to explore and particularly enjoy spending time in the garden. When playing outside, children happily push prams with baby dolls in, up and down the garden. Children form secure relationships with the childminder. This helps them to feel safe around new visitors. Children's behaviour is very good. They learn how to take turns and share resources. When children accidentally hurt their friend, they cuddle them and say 'sorry'. Children enjoy the company of their peers. Younger children point to their friends and say their name excitedly.

Children love to sing songs and rhymes. They excitedly select an object from the song bag and anticipate what is going to be sung next. They patiently wait for each child to take their turn. Children's independence is promoted well. For example, they begin to learn how to put on their own coats and shoes before going into the garden. When children are still learning, the childminder gives them simple instructions to support them. Children have a positive attitude and are keen to participate in the learning experiences available. For instance, when the childminder suggests the next activity, they quickly go to sit at the table in anticipation.

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

- The childminder and her assistants know the children that they care for well. The childminder talks confidently about where children are in their learning and development. She knows what she needs to do next to support their continuing progress. This helps children to develop the key skills they need to be ready for the next stage in their education.
- The childminder provides a language-rich environment and expertly supports children's communication and language. She reads stories to the children daily, asking them questions throughout to test their knowledge. The childminder uses simple language when communicating to help the children understand.
- Babies are nurtured and well cared for. The childminder is responsive to their individual needs, noticing their sleep cues and reacting quickly. However, at times, babies are not given the same opportunities as older children to explore the environment freely. This means they do not have as many opportunities as older children to develop their early movement skills.
- The childminder and her co-childminder take the children on outings regularly. For example, they go on walks in the local community and explore nearby woodland. The childminder recognises the importance of building on the experiences children receive at home to broaden their learning opportunities.
- The childminder plans and delivers activities that support children's learning. During activities, she works alongside them to scaffold their learning. For

example, she gives the children play dough and tools to experiment with, while also giving them simple instructions to see if they can follow them. However, at times, the childminder does not consider the range of activities available for children to choose from independently. This limits their ability to follow their interests.

- The childminder supports children's understanding of good oral health, through regular discussions about trips to the dentist. She ensures children regularly wash their hands and maintain good hygiene. She talks to the children about why this is important. The childminder offers children nutritious snacks, and children have access to fresh drinking water.
- The childminder provides good support to her assistants. She completes observations of their practice and gives them feedback to develop their skills further. The childminder regularly reflects on her provision. For example, she has used her evaluation to identify that he would like to do even more creative activities with the children. She also uses feedback from parents to develop continuously.
- Parents state that they are very happy with how the childminder cares for their children and that they receive excellent communication. In particular, parents speak positively about how the childminder incorporates learning about festivals and religions that children celebrate at home into the provision. The childminder values parents as partners in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their role and responsibility to protect children. They confidently recognise the signs that could indicate a child is at risk of harm. The childminder understands the local safeguarding partnership procedures to follow to raise a concern about a child. She is knowledgeable regarding the safeguarding risks to children, such as female genital mutilation and county lines. The childminder embeds ways to keep children safe on outings, such as using reins. She ensures close supervision of children at all times to help keep them safe.

What does the setting need to do to improve?

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

- review the provision for babies to provide them with more opportunities to explore and develop their early movement skills
- provide children with a wider range of activities and experiences that they can access independently so that they can follow their interests more freely during play and learning.

Setting details

Unique reference number	2580023
Local authority	Surrey
Inspection number	10250982
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	0 to 5
Total number of places	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She works in Guildford, Surrey from the home of her co-childminder. She also works with two registered assistants. The childminder operates her service Monday to Thursday, from 7.30am until 5pm, for most of the year.

Information about this inspection

Inspector

Jade Orosz

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 she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022