

Childminder report

Inspection date: 14 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 are happy and secure in this homely setting. They develop a wonderful, secure attachment with the childminder. Her interactions with them are warm and caring. This helps children to feel settled and safe in the childminder's care. The childminder supports children's communication and language development well. She talks and listens to the children and models new language. Children learn to use the new words with their friends. Children enjoy sharing stories with the childminder. They freely select books for her to read to them. Children have fun looking at the pictures in the books and smile at what they can see. The childminder is a positive role model for children; therefore, children behave well during their time at the setting.

Children are eager to explore the variety of resources that the childminder provides to support their learning. For example, the enjoy discovering a variety of real pumpkins among their more familiar toys. They pile them up, count them and roll them around the room together. Children are confident to move around the learning environment and choose what to play with. This means that they are self-motivated and happily engage in play.

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

- The childminder works closely with a co-childminder. She conducts regular observations and supervisions with her co-childminder that specifically focus on improving practice. They undertake regular training together to ensure that their knowledge and skills are up to date.
- Children experience a good balance of adult-led and child-initiated play. They follow a routine of planned activities, while also enjoying independent play. Children have daily opportunities to be physically active and enjoy fresh air. For example, they enjoy playing in the garden and visits to nearby parks. This helps to widen the children's experiences of the natural world and the wider community.
- The childminder has identified the impact the COVID-19 pandemic may have had on children's social interactions. The childminder encourages children to interact with others within her home. She facilitates cooperative play and encourages children to be kind to one another. Children behave well. The childminder shares her expectations with children and uses praise to promote positive behaviour.
- Children show great delight in singing, dancing and using musical instruments. They listen carefully to the words and try to copy familiar actions. The childminder supports children's communication and language development by encouraging children to join in with familiar phrases and words. Children babble gleefully in response and are becoming confident to communicate.

- The childminder provides healthy and nutritious food for children. However, she does not consistently help children to understand the benefits that eating healthy food can have on their bodies.
- Generally, children are supported to be independent. For example, older children are encouraged to dress themselves and to wash their hands before eating. All children make choices about what they eat and are encouraged to feed themselves. However, the childminder does not effectively use daily routines to further extend their independence skills. For example, children do not help during tidy-up time despite numerous requests by the childminder to help tidy the resources away. This does not fully support children's independence skills.
- Partnerships with parents are strong. Parents speak positively about the childminder and their children's experiences at the setting. The childminder shares children's next steps with parents. This means that she has developed strong partnerships and recognises the important role that parents play to fully extend and support children's learning.
- The childminder keeps her knowledge and skills up to date, such as through attending training opportunities. She is reflective and forward thinking. The childminder develops her skills and knowledge to benefit the children in her care. The childminder is also a member of a childminding group, which allows her to discuss practice and share ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a firm understanding of how to safeguard children. She is able to identify possible signs of abuse and neglect. She has a strong awareness of wider safeguarding issues, such as recognising the signs of female genital mutilation. The childminder understands the process to follow should she need to raise concerns regarding children's welfare to other agencies. She is aware of what to do should anyone make an allegation against her or a member of her household.

What does the setting need to do to improve?

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

- enhance opportunities for children to develop their understanding of the benefits that eating healthy foods can have on their bodies
- focus more precisely on embedding children's independence skills so that all children know what to do at routine times of the day.

Setting details

Unique reference number	2581766
Local authority	Surrey
Inspection number	10251025
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	4
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in July 2020. She lives in Walton-on-Thames, Surrey. The childminder provides care for children Monday to Friday, between 7.45am and 5.45pm. The childminder works with a co-childminder. The childminder receives funding to provide free early education to children aged two, three and four years.

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching, indoors and outdoors, and considered the impact this has on the children's learning.
- The childminder and the inspector completed a learning walk together to discuss and understand how the early years provision is organised.
- The inspector spoke to the childminder during the inspection about the views of parents and took account of their written feedback.
- The childminder and the children spoke to the inspector at appropriate times throughout the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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