

Childminder report

Inspection date: 5 January 2023

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 respond well to the childminder's compassionate nature and seek her out for comfort and cuddles. They learn to consider each other's needs and make sensible decisions to ensure everyone's safety. For example, older children consider the risk of toys with small parts when babies are present. This helps children develop their sense of responsibility and kindness towards others. Children smile with pride, as the childminder consistently praises their efforts. This gives them the motivation to persevere and learn new things.

Children's views and opinions are encouraged and valued. For instance, as part of a Christmas street lights competition, children voted for their favourite decorated house on the childminder's road. They announced the winner, gave them a prize and celebrated with the neighbours. This helps children to develop a real sense of community.

Children behave well and use good manners, such as saying 'please' and 'thank you', often without being prompted by the childminder. They are familiar with the well-established routines of the day, such as tidying away toys before snack time. Children show good self-care skills. For instance, younger children are encouraged to find their shoes from their labelled box of belongings. Older children independently use the toilet and wash their hands appropriately. This helps raise children's confidence and self-esteem.

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

- The childminder is reflective in her practice and committed to continual improvement. For instance, she identified the need to focus on children's personal, social and emotional development due to the effects of the COVID-19 pandemic. The childminder addressed this by first meeting neighbours, followed by trips in the local area. Children show the success of this gradual approach, as they eagerly perform their new dance moves learned from their weekly dance class to the inspector.
- The childminder places high importance on developing children's communication and language skills. She understands the significance of children hearing new words and recapping those learned previously. Her well-sequenced approach helps to expand children's vocabulary. For example, children illustrate this as they role play a scenario of diagnosing a 'sick' soft toy, and name the 'stethoscope' in order to check the toy bear's health. Babies happily babble some recognisable lyrics and hum the tune of their favourite songs. This shows that children possess a good retention of words, which they use in context.
- The childminder provides an environment where children have free access to a range of quality resources, including a wide selection of books. Children readily

find their favourite books and practise their early reading skills. They show increasing levels of concentration as they study them carefully. Younger children excitedly point at different objects in the pictures. Older children make reference to a colour-mixing chart and explain how colours are made. All children make good progress and are prepared well for their next stage in education.

- The childminder knows children well. She assesses their progress regularly and knows which areas each child needs to work on further. The childminder has high expectations of all children. She provides enjoyable activities based on their interests. However, at times when interacting with older children, she asks too many questions in quick succession. This results in children's answers being short, which are not fully considered and lacking important details.
- The childminder recognises the significance of sharing relevant information about children's care and development with other settings that they attend. However, this partnership is yet to be established effectively for children to benefit and build on the learning received at these settings.
- Children are becoming confident learners. They further their independence skills with opportunities, such as cutting a banana into slices for snack. However, this approach is not consistent. At times, children rely on the childminder's support, while quite capable of finding a solution to a problem themselves. For example, during a painting activity, children indicate that they need to clean the paintbrush. The childminder quickly finds a solution for them. This impacts children's ability to be self-sufficient.
- Parents commend the childminder for her dedicated approach to supporting their children's learning. They say they are fully informed of their child's progress and receive detailed information through an online application and verbal feedback. Parents report that their children have gained in confidence and developed their speech; they are particularly impressed with their children's good manners.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe from harm. She knows the potential signs and symptoms of abuse, including signs that may indicate a child is being exposed to extremist views and behaviours. The childminder knows the procedures to follow if she has concerns regarding a child and also if an allegation is made against her or a household member. She provides a safe and secure environment for children. The childminder shares potential risks and ways to manage them with children, such as when crossing the road safely on outings.

What does the setting need to do to improve?

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

- enhance questioning skills to support children's thinking to promote their good learning even further
- strengthen links with other settings that children attend and share relevant information to provide continuity in their learning
- promote children's independence to find solutions themselves when faced with challenges.

Setting details

Unique reference number	2587877
Local authority	Surrey
Inspection number	10251159
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Thames Ditton, Surrey. The childminder provides care from 7.30am to 5.30pm, Monday to Thursday, all year round. The childminder is eligible to accept funding for the provision of free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Sonia Panchal

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 and inspector completed a learning walk together to discuss the areas of learning, the curriculum and what they want children to learn.
- The inspector observed a planned activity and evaluated the effectiveness of the practice on children's learning with the childminder.
- The inspector spoke to children about what they enjoy doing at the childminder's setting.
- The inspector took into account parents written views.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate and evidence of her suitability to work with 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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