

Childminder report

Inspection date:

29 November 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 enjoy their time with the childminder. They have fun and are motivated to learn as they explore the wide range of interesting activities on offer. Children benefit from the clear curriculum that the childminder plans, to meet their individual needs and interests. They are confident to choose what they would like to do. For example, children become absorbed in decorating a felt Christmas tree. They develop their hand-eye coordination as they carefully attach each decoration. Young children recall the names of different objects, such as 'stars,' 'presents' and 'snowflakes'. They talk about the size, quantity and position of the decorations as they discuss what they are doing. Children practise using new words and develop an understanding of different mathematical concepts appropriate to their stage of development. They make good progress and are well prepared for their next stage in learning.

Children are happy and settled. They form close friendships with one another. Children are considerate of each other's feelings and include others in their play. For instance, they take turns to select books for the childminder to read to them. Children are polite, respectful and display good manners. They listen to the views and ideas of their friends as they develop important social skills and an understanding of how to behave well.

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

- The childminder encourages children to carry out activities for themselves and gives them time to master new skills. For instance, children put their own plates and cutlery in the dishwasher after eating. They help clean the table and understand the importance of putting items in the bin. Children wash their own hands, turning on the taps for themselves. They learn to follow good hygiene routines and are incredibly independent for their young age.
- Children have plenty of opportunities to practise their mark-making and gross motor skills. For instance, children make large marks with paint as they change their movements to make different lines and circles. Children begin to develop the skills they need to be prepared for early writing when the time comes.
- Overall, the childminder has good teaching skills and strong interactions with children. She gets involved in children's play and gives children time to think and express their ideas. However, on occasion, the childminder's use of questioning for younger children distracts them from their engagement in their play. She does not always consider the most effective ways to extend their understanding of what they have learned.
- The childminder ensures children are well supported to lead a healthy lifestyle. She teaches children about the importance of eating healthy foods to give them energy. She helps parents establish routines that give children the physical

exercise, fresh air and time they need for sleep throughout the day. The childminder continues these healthy routines in her setting. As a result, children get the rest they need and are able to concentrate and engage in their play and learning.

- The childminder teaches children about the world around them. She plans activities around different events, such as Remembrance Day and St Andrew's Day. Children learn about the different people who help us, and the childminder finds out about children's different family backgrounds and customs. However, the childminder has yet to enhance this by providing even more rich and varied experiences, to extend and deepen children's understanding of different communities and cultures further.
- The childminder knows children well. She observes and assesses their progress and takes swift action to ensure any emerging needs are identified and addressed. She seeks support from external agencies where necessary and has strong partnerships with parents and the other settings children attend. This enables her to share information effectively and find strategies to best support children's needs.
- The childminder undertakes targeted training in areas that will enhance her practice. For instance, courses in supporting children's emotional well-being and helping with transitions have helped the childminder develop new techniques. She ensures that the knowledge and skills she has learned are shared with parents and puts these into practice to encourage the best outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of child protection issues and attends appropriate training to keep herself up to date. She recognises the different signs and symptoms that a child may be at risk of harm. The childminder knows what she must do to report any concerns she might have about a child. She supports children to understand how to keep themselves safe. For instance, making sure young children are aware that decking might be slippery in the garden after it has rained. Children learn about road safety and demonstrate their understanding that a red light means stop, and green means it is safe to cross the road.

What does the setting need to do to improve?

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

- adapt interactions and questioning techniques to help younger children extend their understanding of what they have learned
- build on current practice by providing children with even more rich and varied experiences to learn about different cultures and communities.

Setting details

Unique reference number	2592344
Local authority	Surrey
Inspection number	10251279
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	2 to 6
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Shepperton, close to Walton-on-Thames, Surrey. She cares for children between 7am and 6pm, Monday to Friday, all year, except for family holidays. The childminder receives funding to provide free early education to children aged three and four years.

Information about this inspection

Inspector

Alice M Roberts

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 interactions between the childminder and children and evaluated the impact on children's learning.
- The childminder talked to the inspector about what she wants children to learn and how she plans her early years curriculum.
- The inspector took account of parents' written views of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The inspector spoke to children at appropriate times throughout the inspection.

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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