

Childminder report

Inspection date: 27 June 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

The childminder and co-minder are passionate about their role. From the outset, they develop strong partnership with parents. This helps the childminder gather information about the children. As such, she knows the needs of the children very well. Children thoroughly enjoy their time with this warm and caring childminder. Babies broadly smile to the other children and settle easily in her care. Older children demonstrate that they feel secure and confident. For instance, they eagerly approach the inspector and read her their favourite stories.

The childminder plans an ambitious curriculum. Older children are motivated to take part in planned activities. For example, they listen intently to factual stories about how bees produce honey. The childminder introduces new words, such as 'hives' and 'honey'. This supports children's early literacy and helps broadens children's vocabulary. Children share their ideas in their chosen play and often invite the childminder to take part. She is skilful at following the children's naturally occurring interests, and has a clear understanding of what children need to learn next.

Children are kind. The childminder has high expectations for children's behaviour. She gently reminds children how to have good manners and helps younger children learn to take turns with their peers. Children's behaviour is good.

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

- The childminder provides nutritious food for children. She promotes children's awareness of healthy food choices. The childminder ensures that children follow good hygiene and safety routines. For example, she helps children to apply sun cream, and she talks about why it is important to drink water in the sun to help keep hydrated. This helps children learn how to keep safe in the sun.
- The childminder promotes children's independence in self-care. For example, she supports children through toilet training and encourages children to wash their hands before mealtimes. The childminder is patient and allows children plenty of time to master putting their shoes on. Children are proud of these achievements. This promotes children's self-esteem and their independence.
- The childminder and co-minder plan trips that broaden children's experiences. They take children on trips most days, visiting toddler groups, science centres, local parks and children's farms. Occasionally, the childminder takes children on longer trips to the zoo. These help children learn about the local community and the world around them.
- The childminder supports children to learn about their emotions. For instance, as children draw with chalk she talks about happy and sad faces. These sensitive interactions help children to understand how others may feel and helps children

develop positive early friendships.

- Parents speak highly of the childminder and co-minder. They talk positively about the childminder's nurturing approach within the home-from-home environment. Parents say this has had a positive impact on their children's development, and that their children 'thrive' in her care. Parents appreciate the daily feedback to ensure that they are kept up to date with their children's care and learning.
- The childminder places a strong focus on children's communication and language skills. Children speak with confidence and have conversations with the childminder, who sensitively repeats some words back to them. This helps children hear the correct pronunciation and supports their speech and language even further. This contributes well to the progress children make in their learning.
- The childminder ensures that all mandatory training is updated to refresh her essential knowledge and understanding. However, she recognises that she does not yet target professional development opportunities precisely, in order to refine her already good practice to an even higher level.
- The childminder and co-minder reflect on their practice and make positive changes based on children's needs. The childminder has reduced the amount of unnecessary paperwork she completes, while still undertaking the necessary assessments. This has helped the childminder and her co-minder to identify children's next steps without delay, and ensure that paperwork does not interrupt time spent with children. However, at times, the childminder does not plan activities to support younger children's learning during group activities. This means they lose focus quickly, which distracts them from the learning intention.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and co-minder understand their responsibility to protect children in their care. They are aware of what signs and symptoms might indicate that a child is at risk of harm. The childminder knows the correct procedures to follow, and who to contact should she have any concerns about a child's safety or welfare. The childminder regularly undertakes training to keep her knowledge up to date and is aware of wider child protection issues, such as radicalisation and extremism. The childminder ensures that children are safe while in her care. For example, sleeping children are closely and regularly monitored.

What does the setting need to do to improve?

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

- plan activities more precisely to ensure that the learning needs of younger children are consistently taken into account, particularly during whole-group

sessions

- target future professional development opportunities in order to help refine and improve the quality of teaching more precisely.

Setting details

Unique reference number	2593460
Local authority	Surrey
Inspection number	10260249
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives and works in Staines-Upon-Thames, Surrey, and works from her co-childminder's home. The childminder operates Monday to Friday, from 8am until 5pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kelly Lane

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 had a tour of the premises used for childminding, inside and outside.
- The inspector spoke to the childminder, co-minder and children at appropriate times throughout the inspection.
- The childminder and co-minder discussed how the curriculum is organised and discussed activities with the inspector.
- The inspector observed the quality of teaching during activities and routines, and assessed the impact these have on children's learning.
- The inspector checked evidence of the childminder and her co-minder's suitability to work with children and sampled some policies and procedures.

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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