

Childminder report

Inspection date: 12 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy, settled and engaged at the childminder's setting. They have formed secure bonds with the caring childminder. Children take great pleasure in including her in their play and return to her for reassurance when needed. They follow the childminder's lead as they show kindness and respect towards each other. For example, the childminder gives children jobs to do, including telling their friends to get ready for mealtimes. They do this politely and sensitively, starting with 'would you please'. This helps children to build strong friendships.

Children show a real love for books. They make the most of opportunities to ask the childminder to share their favourite stories with them. Children listen attentively and show good understanding as they respond appropriately to questions about the story events. They use different voices to express the emotions of the story characters. For example, they use a high-pitched voice for a character who is distressed. In this way, children learn to understand the different elements that make up a story.

Children behave well. They follow the childminder's rules and boundaries. Children quickly point out when they have demonstrated good behaviour without being prompted by the childminder. For example, when they willingly share a toy with their friends. They smile with pride as they receive praise. As a result, children feel safe and secure in the childminder's care.

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

- The childminder monitors the progress children make on a regular basis. She ensures that any emerging gaps that are identified in children's learning are addressed swiftly. She knows children well and is clear about what she wants them to learn next. The childminder plans effectively a variety of play opportunities that build on children's previous learning, and she supports them to take these next steps. For instance, children already know which colours make purple and are moved on to mixing red and yellow water to make orange. As a result, children progress well.
- The childminder places a high priority on developing children's communication and language skills. She helps children to use a wider vocabulary and hold interesting two-way conversations. For instance, children talk about a mother owl in a story being able to fly. They extend this conversation and relate it to their own family. Children say, 'My mum can't fly because she hasn't got wings.' This shows that children are becoming articulate communicators.
- Children love being active in the garden. They show increasing control as they balance, climb and practise their yoga positions. Children eagerly explore the inviting and well-equipped outdoor areas with the childminder. They are given

opportunities to develop their good coordination as they pour water from one container to another. Children also use their imaginations to create scenarios together. For example, they pretend to be teachers and show their class how to draw on the chalkboard. This supports children's well-being and their understanding of the wider world.

- The childminder supports children to manage their self-care skills independently. They successfully put on their own wellington boots and zip up their coats before going in the garden. This promotes children's self-esteem and prepares them for their next stage in education.
- Children enjoy activities that allow them to start to problem-solve. However, at times, the childminder does not support children to build further on their independent play, to find solutions to problems they encounter. For instance, when playing with water-filled containers that have detachable pumps, children notice that they become empty. The childminder detaches the pumps and fills the containers with water, when children are capable of working it out for themselves.
- Parents speak highly of the childminder and praise her good communication. They appreciate the regular updates through an online app as well as the daily verbal feedback about their children's day. They comment on the good progress their children have made. This includes becoming more independent and using a wider vocabulary when they share their experiences about their day.
- The highly experienced childminder has a strong understanding of the areas of strength in the provision she offers. She has carefully considered areas that she feels need improving. This is often sparked by the additional training she undertakes. For example, she wishes to strengthen existing opportunities for children to feel even more valued and unique by making a large book about their families and their home experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a thorough knowledge of how to safeguard children. She refreshes her training and keeps up to date with any changes in procedures. The childminder understands how to recognise potential signs of abuse, including exposure to extremist views and behaviours. She is aware of how to report any concerns in a timely manner to the relevant agencies. The childminder takes effective action to promote children's welfare at all times. She supports children to identify and manage potential risks, for example, when children wait for their friends to move away from the bottom of the slide before they use it.

What does the setting need to do to improve?

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

- allow children more time to explore and investigate resources in their own way, to support them to learn independently and develop their thinking skills to solve a problem.

Setting details

Unique reference number	2593870
Local authority	Surrey
Inspection number	10251328
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 2
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 Virginia Water, Surrey. The childminder operates her setting on Monday to Friday, all year round. Sessions are from 8.30am to 5pm on Monday, from 8.15am to 5.15pm on Tuesday to Thursday, and from 8.15am to 2pm on Friday. The childminder holds a relevant childcare qualification at level 3.

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 showed the inspector around the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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