

Childminder report

Inspection date: 2 August 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 are happy in the childminder's care. They are offered a flexible introduction to her setting. The childminder gains detailed information from parents, including what children already know and can do. She knows the children very well. This helps her plan her curriculum. Children settle quickly and develop a strong attachment to the childminder. She is warm, responsive and kind. Children happily seek her out for comfort and reassurance when they need it. This helps them feel safe and secure.

The childminder places a strong focus on supporting children's communication and language skills. She precisely plans activities that capture children's interests and support their next steps in learning. For example, children listen and concentrate intently as they play a game of 'What's in the bag'. They explore the objects that they pull out of the bag. The childminder models simple clear language in relation to the object. This helps broaden children's vocabulary.

Children's behaviour is good. They are enthusiastic to learn. The childminder is skilful at following children's interest and adapts the routines to meet children's needs. She recognises children's individuality and provides personalised care and education. This supports children's self-esteem and well-being. All children make good progress against their starting points.

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

- The enthusiastic childminder has created an ambitious curriculum. She is experienced and understands how children learn. The childminder undertakes observations of the children as they play to assess their development. She creates appropriate learning targets for children and shares these with parents, who value her advice. They work together to ensure that there is a consistent approach to the support that children receive.
- The childminder is passionate about following the 'children's voice' within their play. She has planned her setting so that children can choose whether they want to play outside or inside. Children giggle as they run around chasing bubbles and develop their coordination and strength. Furthermore, children who are fascinated with wheels and vehicles are provided with resources. For instance, children place cars down large tubes and explore the wheels on large bus vehicles. The childminder joins in with the children's play and provides a narrative to encourage their understanding and links words to actions. This helps children develop a positive attitude to learning and connects their learning experiences.
- The childminder provides opportunities to visit and explore local woodland. This helps them learn about nature and the world around them. They are currently

caring for and watching frogspawn grow into frogs, which ignites children's interest in nature and supports their learning about the world.

- The childminder has high expectations of children's behaviour. She uses various strategies with children to help them understand the daily routines. The childminder uses signs and symbols to help children fully communicate their needs. As such, children respond positively and use visual gestures to show that they understand. However, occasionally the childminder's interactions do not always teach children the language of feelings to further develop their emotional literacy.
- Children gain skills that help them to become more independent. For example, they find their own shoes and put them on with help and guidance from the childminder. This helps them develop confidence in their own abilities.
- The childminder supports children's health and well-being effectively. She ensures that children have their regular sleep times and develop healthy habits, such as washing their hands before they prepare their snack and learn to pour their water. This helps children learn how to care for themselves.
- Parents are very happy with the childminder's service. They note that children are learning new vocabulary and using it at home. Parents comment on how their children have settled very well in the care of the 'fantastic' childminder.
- The childminder regularly arranges opportunities for her continuous professional development. For example, she is refreshing her skills in Makaton to support children's communication and language. The childminder adapts her practice as a result of her refreshed knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. The childminder carries out daily safety checks with the children to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- develop interactions with children to help them understand the language of emotions and to further develop their emotional literacy.

Setting details

Unique reference number	2594927
Local authority	Surrey
Inspection number	10251357
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	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Staines Upon Thames, Surrey. The childminder provides care all year round, from 7.30am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 6.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the space and resources available for childminding to gain an understanding of how the early years provision and the curriculum are organised.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and routines and assessed the impact this has on children's learning.
- The inspector checked evidence of the childminder'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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