

Childminder report

Inspection date: 17 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 form strong attachments with the kind and caring childminder. They arrive at the setting with beaming smiles and happily say goodbye to their parents at the door. Children often go to the childminder for cuddles, and they respond with giggles as they play. For instance, children laugh hysterically when the childminder plays hide and seek with them. This demonstrates that they feel happy and safe in the setting.

The childminder has high expectations for all children's behaviour. She promotes good manners through clear and consistent boundaries. The childminder encourages children to manage their emotions effectively and to talk about their feelings. Children are offered gentle reminders, praise and encouragement as they learn to share and take turns. Children behave well and have positive attitudes to learning. For instance, they show good physical skills as they manipulate and squash dough, which helps to develop the small muscles in their hands.

Children develop a love of books, and they have regular opportunities to listen to stories throughout the day. The childminder utilises story time for children to build friendships and take turns. For example, they take it in turns to each turn the pages of the book. Children eagerly listen as the childminder animatedly brings stories to life. This helps to support children to develop new vocabulary.

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

- The childminder knows the children she cares for very well. She creates an engaging curriculum around children's interests and next steps in learning. The childminder uses the curriculum to build on and extend what children already know and can do. However, during some adult-led activities, the childminder does not fully consider how she can adjust her teaching to precisely match the learning needs of children who are at different stages in their development. This means that some children are not able to fully take part because activities are too challenging.
- The childminder works effectively in partnership with parents and other professionals. She keeps parents well informed about their children's care and ongoing achievements. Parents speak highly of the childminder and are very happy with the service she provides. They describe the childminder as 'friendly', 'approachable' and 'part of the family'.
- Children's physical skills are particularly well supported in the setting. They spend lots of time outside and enjoy plenty of fresh air and physical activity. For example, they have daily opportunities to visit local parks and woodlands. This contributes well to children's good health. The childminder takes children to toddler groups, where they learn how to interact with others and develop their

social skills.

- Children benefit from hearing mathematical language being frequently used by the childminder. For example, she models how to count as children select their plates ready for snack time. This helps children to grasp early counting skills.
- Children are developing good levels of independence with their self-care skills. For example, they wash their hands before eating and pour their own drinks. Children enjoy healthy and nutritious meals, which helps them to learn the importance of eating healthy foods. However, there are fewer opportunities for children to learn about oral health, such as the importance of brushing their teeth. This does not fully enhance their awareness of being healthy.
- The childminder is enthusiastic and truly enjoys her role. She places a high priority on her professional development, to continue to build on her knowledge and skills. Training is targeted according to the needs of the children in her care. For instance, recent training has improved the childminder's knowledge of how to promote children's language and communication skills.
- Personal practices, such as nappy changes, are carried out with sensitivity. Children feel respected as the childminder asks their permission to change their nappy and explains what she is doing throughout the process. The childminder encourages children to dress themselves and try to pull up their own trousers. This helps to develop their self-confidence and self-esteem.
- The childminder supports all children to make good progress. This includes children who speak English as an additional language. For example, she learns some key words, such as 'yes' and 'no,' in Romanian. Children learn about different cultures in an age-appropriate way. This helps children to learn about the diverse world around them, including the different cultures represented in Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of safeguarding and how to protect children in her care. She completes regular safeguarding training to keep her knowledge up to date. The childminder is aware of the signs and symptoms that may indicate a child is at risk of harm. She understands where she must report any concerns to. The childminder recognises how to identify children who may develop extreme views or behaviours. She ensures that her learning environments are safe for children to play in. The childminder helps children to understand how to keep themselves safe. For example, they learn the importance of sitting on chairs correctly.

What does the setting need to do to improve?

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

- adapt planned activities more precisely to match the learning needs of individual children
- provide opportunities for children to learn about good oral health.

Setting details

Unique reference number	2598063
Local authority	Surrey
Inspection number	10251481
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 11
Total number of places	5
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in West Byfleet, Surrey. She operates all year round from 8am to 6.30pm, Monday to Friday, except for family holidays. The childminder holds an appropriate childcare qualification at level 5. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Richards

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 the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Written documentation was reviewed by the inspector, including safeguarding and child protection policies and procedures.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the 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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