

# Childminder report

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Inspection date: 3 May 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children benefit from the childminder's well-planned curriculum. This curriculum includes a wide variety of activities and spans all seven areas of learning. Children enjoy outings that help build on their wider understanding of the community around them. For example, outings include trips on buses, visits to the local library and playgroups to meet and socialise with other children. Children make good progress as the childminder is confident to build on the learning they receive elsewhere. For instance, children demonstrate their keenness to show what they have learned in regard to letters, sounds and numbers. Children are eager to take part as the childminder helps them recall shapes. For example, they identify a rectangle and understand that the television is the same shape. Children are inquisitive as they learn about more complex shapes, such as a pentagon.

Children thoroughly enjoy attending and have a warm relationship with the childminder. They show that they feel happy, safe and secure in her care. Children are very well behaved and understand the childminder's expectations and the routines of the day. Children have a positive attitude to their learning. They are showing awareness of what makes them unique. For example, they use the languages they also speak at home when naming colours and are willing to learn how to also say these in the second language spoken by the childminder's family.

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

- The childminder is proactive in the ways she updates her skills and knowledge to support individual children's needs. For example, she has completed training to guide her in the best strategies for planning for children with special educational needs and/or disabilities (SEND). She ensures that she works closely with parents, others who share the care of children and external professionals working with children. This helps to promote continuity for children's learning and development.
- The childminder's curriculum is implemented effectively and places a high focus on supporting children's language, confidence, independence and socialisation skills. The childminder has a good understanding of children's interests. Overall, she plans well for their learning. She makes regular assessments of what children know and understand to promote their wider learning and meets often with parents to share this information. All children, including those with SEND show readiness for the next stages of their learning.
- Children show a good understanding of mathematical concepts overall. For example, they are very keen to count and write out numerals. Children also have a good knowledge of colours and confidently identify the names of these. The childminder has high expectations for children's learning and, generally, has a good awareness of what she wants children to learn next. However, at times,

the childminder implements some ideas that may appear too advanced for children. For example, she introduced the concept of patterns and sequencing for children to follow. As a result, although children tried hard, they did not fully grasp what the childminder was trying to help them achieve and were not so keen to continue with the activity.

- Children enjoy time outdoors. They show understanding of their own health and safety as they apply sun lotion with help and assistance from the childminder. They demonstrate inquisitiveness as they look at the flowers growing in the childminder's garden and recall their recent experiences of planting basil. Children understand the need to water the plants so that they grow. Children practise their physical skills as they throw, catch, roll and kick balls.
- Children are engaged and motivated to learn. They show enjoyment during their activities. They acknowledge that they understand rules and expectations during their play. This helps them to develop a sense of right and wrong. For example, children respond positively as the childminder reminds them that they must not throw sand as it could be dangerous.
- Parents are positive about the care children receive. They state that the childminder is supportive and knowledgeable. They add that their children really enjoy attending and that the feedback about what children do, achieve and learn, is informative.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of all aspects of safeguarding. She regularly updates her policies and procedures. She understands the importance of reviewing and refreshing her training to help provide her with the confidence to protect children in her care. For example, the childminder knows the procedure to follow should an allegation be made against her or a member of her household. She is confident in knowing what to do if she has concerns about a child. The childminder has robust procedures for the use of cameras, social media and electronic devices.

## What does the setting need to do to improve?

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

- strengthen planning to make sure activities are always focused on children's abilities and what they need to learn next.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2598729                                             |
| <b>Local authority</b>                             | Surrey                                              |
| <b>Inspection number</b>                           | 10263599                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 3 to 5                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 2                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2020. She lives near Frimley, Surrey. The childminder works Monday to Friday from 9am to 6pm, during term-time only. The childminder receives funding for the provision of free early education for children aged three years.

## Information about this inspection

### Inspector

Aileen Finan

### 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 this into account in her evaluation of the childminder.
- The childminder explained to the inspector how she plans her curriculum and how she plans and monitors children's learning.
- A joint observation was completed. The childminder explained her aims for the activity and how she works in partnership with parents.
- The inspector observed the childminder interacting with children.
- Relevant documentation was sampled during the inspection and the inspector spoke with parents.

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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