

# Childminder report

---

Inspection date: 8 February 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 warm and welcoming environment. They form strong bonds with the childminder who gives cuddles and reassurance when they are unsettled. As a result, children feel safe and secure. They move around the setting with confidence and explore a variety of resources that promote their curiosity. For example, children have fun as they roll cars down large cardboard tubes.

Children enjoy looking at books, and the childminder makes good use of these opportunities to develop their vocabularies. For example, children recall the names of farm animals they have learned as they point to pictures of cows, ducks and geese. Children continue their learning throughout the day as they play with animal figures. They also develop their mathematical understanding as the childminder introduces simple counting in their play. For example, children count steps as they climb up and down them and when building with blocks.

Behaviour is good. Children receive regular praise from the childminder as she comments on what they are doing. This builds on their self-esteem. The children know their routine well and follow clear, simple instructions given by the childminder. They are beginning to show how to care for others. For example, older children display kindness as they give toys to younger children who are sitting in high chairs during snack time.

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

- The childminder demonstrates a sound understanding of child development. She uses assessment to establish children's starting points and monitors their development. This informs her curriculum as she plans what she wants children to learn and how to support them. The childminder follows children's lead and helps them to develop their concentration skills. She successfully supports children to make good progress.
- The childminder is attentive and gently responds to children's comments and cues. She continually engages children in conversations, commenting on what she and they are doing. For example, they talk about what animals they can hear from the garden. However, the childminder provides few opportunities for children to express their thoughts and ideas. For example, she asks questions and rephrases them before giving children a chance to express themselves.
- Parents speak positively of the childminder. They value the support the childminder has given them and the experiences children enjoy. Written feedback describes how children arrive at the setting 'excited' and reports that the childminder is warm, patient and kind. The childminder gathers information from parents about what children already know and can do, as well as the experiences they have had. She keeps parents up to date with their child's

development and what they have done throughout the day. This helps parents feel informed about what their children are doing and learning.

- The childminder promotes children's independence and health well. When it is time to go outside, they fetch their shoes and attempt to put these on. They enjoy a choice of fruit for snack and learn how to prepare this by chopping it into pieces. Children have daily opportunities to be physically active outdoors. They visit the local playground, duck pond and woodland. They learn how to negotiate space as they run, jump, climb and swing.
- The childminder is passionate about her role and supporting children's development. She continually reflects on her practice and provision and completes training to further enhance what she has on offer for children. For example, the childminder recently completed training on outdoor learning and has subsequently introduced a new mud kitchen in the garden, as well as a digging space for children.
- The childminder follows robust risk assessments and procedures to ensure that children stay safe on outings. She uses these occasions to talk to children about the natural environment, road safety and keeping themselves safe when out and about.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to safeguard children. She knows the signs of abuse and neglect, and the process to follow if she has concerns about children's welfare. The childminder is also fully aware of issues such as female genital mutilation, the 'Prevent' duty and county lines. She knows the steps to take in the event of an allegation against herself or a household member. The childminder supervises children well and provides a safe and secure environment for them to learn and play. She has robust risk assessments in place to identify and minimise potential hazards for children.

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

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

- enhance interactions with children to promote their thinking and reasoning skills, to help them become independent learners.

## Setting details

|                                                    |                      |
|----------------------------------------------------|----------------------|
| <b>Unique reference number</b>                     | 2608382              |
| <b>Local authority</b>                             | Surrey               |
| <b>Inspection number</b>                           | 10263918             |
| <b>Type of provision</b>                           | Childminder          |
| <b>Registers</b>                                   | Early Years Register |
| <b>Day care type</b>                               | Childminder          |
| <b>Age range of children at time of inspection</b> | 0 to 1               |
| <b>Total number of places</b>                      | 3                    |
| <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 in Camberley, Surrey. The childminder provides care two days a week, on Wednesdays and Thursdays from 8.30am to 4.30pm, for most of the year.

## Information about this inspection

### Inspector

Shona Allerton

### 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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023