

Childminder report

Inspection date: 2 May 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 and confident at the childminder's welcoming home. Their self-esteem is boosted as the childminder praises their efforts and achievements. Children happily play on their own, as well as invite others into their games. They are motivated to learn and freely explore the interesting activities on offer. Children feel safe and secure in this inclusive learning environment.

Children behave well. They follow the childminder's calm manner. Children are respectful and understanding of each other's needs. They share resources and offer to help their friends without being prompted. Children understand the rules and boundaries to ensure their safety. For example, they remind their friends to sit at the top of the slide after climbing up the steps. Children are guided to consider solutions to minor disagreements, such as turn-taking. This helps children to learn different ways to resolve issues.

Children love to be active in the fresh air. For instance, they enjoy collecting bugs and watching them move. Children learn about the features of a variety of minibeasts, such as woodlice, centipedes and worms. The childminder skilfully draws their attention to the different features, such as the number of legs each one has. Children develop a better understanding of living creatures through these first-hand experiences.

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

- The childminder gets to know children well and confidently assesses their progress since starting with her. The childminder plans activities based on children's interests, which sparks their enthusiasm to learn. For example, children thoroughly enjoy exploring the properties of rice. They make up their own challenges. Children consider whether they can collect more rice with their hands or a spoon to then place in a container. In addition, they show increased levels of focus and attention as they use their imaginations to make drinks using a tea set.
- Children develop a strong love of books. They love to hear their favourite stories again and again. When reading a story, the childminder often pauses and lets children add the next phrase or word. This supports children's memory skills and recall of key aspects in the story. Additionally, children acquire increased vocabulary as they learn and apply new words they hear. They have further opportunities to visit places where children's stories are celebrated. For example, they play games at adventure parks related to the 'Gruffalo' story.
- Children learn to adopt healthy lifestyles. The childminder talks to them about the importance of making nutritious food choices, being active and following good hygiene routines. Children spend quality time at the local park and in the

childminder's well-organised garden. They show resilience as they climb up several steps of a slide and build stamina as they pedal tricycles. Children develop self-help skills, such as when they use the toilet independently and wash their hands with soap afterwards. This helps to promote children's good health and well-being.

- The childminder captures opportunities for children's learning as they play and explore. For example, she encourages them to count toys as they tidy them away. However, during planned adult-led activities, she sometimes tries to introduce too many learning elements to the children. Consequently, children are not completely focused on what the childminder wants them to learn.
- The childminder continually reflects on her provision and considers ways to improve the learning environment. For example, she rotates resources, giving all children equal access to their favourite toys. The childminder keeps her mandatory training up to date, such as safeguarding and paediatric first aid. However, she does not identify opportunities precisely enough to build on her professional development and enhance her knowledge and skills in aspects of teaching she is less confident in.
- Parents are highly complimentary of the childminder's care. They value opportunities to work with her to encourage children's self-care skills, such as feeding themselves and using the toilet independently. Parents appreciate the daily communication, often with photos of children engaged in the variety of activities. They particularly love that their children go on several outings and experience the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe from harm. She can identify potential signs and indicators that may suggest a child is at risk of abuse, including exposure to extremist views and behaviours. The childminder knows the procedures to follow to report a concern about a child's welfare to the relevant agencies. She keeps up to date with her safeguarding training to ensure her knowledge is current. The childminder conducts comprehensive risk assessments of her home to ensure it is safe and secure for children.

What does the setting need to do to improve?

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

- plan activities more precisely to focus on children's individual learning intentions
- continue to explore training opportunities further to enhance knowledge and teaching skills.

Setting details

Unique reference number	2613297
Local authority	Surrey
Inspection number	10280946
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 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Woking, Surrey. The childminder operates from Monday to Thursday, 8am to 5.30pm, all year round. She accepts early years funding for the provision of free education for children aged two, three and four years old.

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 childminder.
- The childminder and inspector completed a learning walk together. The childminder shared with the inspector what she wants children to learn.
- The childminder and inspector carried out a joint observation of a group activity.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Parents shared their written views with the inspector.
- The inspector checked a sample of relevant documentation, including evidence that the childminder is suitable to work with 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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