

Childminder report

Inspection date: 22 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 thoroughly enjoy the time they spend with the caring and nurturing childminder. They are confident and arrive at the setting eager and ready to engage in activities. Children show they feel safe and secure with the childminder. They readily approach her for cuddles, which she warmly gives. Children snuggle in and clearly demonstrate they enjoy being with the childminder. She offers them warm praise and encouragement as they play and explore. This helps to raise their self-esteem. The childminder supports children's emotional well-being effectively.

Children make independent choices about what they would like to play with. They concentrate for long periods of time as they explore an extensive range of resources linked to their interests. For example, children enjoy practising their fine motor skills as they thread different-sized beads. They show high levels of determination as they carefully pour rice from cup-to-cup, smiling as they do so. Children are well-behaved, polite and respectful of others. They demonstrate their care for each other and the childminder. The childminder supports children to learn manners, such as saying 'please' and 'thank-you'. Young children take on the responsibility of helping to tidy away toys. They smile with pride, as the childminder offers them praise. Children gain the necessary skills to support them in their next stages in learning, including their move on to school.

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

- The childminder has high expectations for the children in her care. She provides an enjoyable and varied curriculum that helps to meet their individual needs. Regular observations and assessments enable the childminder to ensure that each child continues to be suitably challenged. As a result, all children engage in positive learning experiences.
- The childminder provides opportunities for children to help develop their language skills. She gets down to the children's level and makes eye contact as she speaks. The childminder provides children with a commentary of what they are doing to help them understand. When speech is not always clear, the childminder repeats sentences back to the children to clarify understanding and models the correct pronunciation of words. As a result, children use a good range of words, expressions and gestures to express themselves. For example, young children talk confidently using descriptive language, such as, 'that's a woodpecker' when describing a bird in a familiar story.
- Mathematics is evident throughout the setting and embedded into practice. The childminder skilfully teaches mathematical language as the children play. For example, young children learn the concepts of 'big' and 'small' when exploring with different-sized animals. They learn about number as they enthusiastically count together before going down the slide.

- Children's understanding of healthy lifestyles is supported well. The childminder provides healthy snacks and meals while the children are in her care. Children enjoy the outdoor environment and have many opportunities to learn about the wider world. For example, children take part in trips to the library and visits to the local parks and soft play. The childminder supports children to develop physically, as they climb steps to the slide and manoeuvre ride-on toys around the garden. These activities promote children's physical skills as they learn the impact physical activity has on their bodies.
- Parents are extremely grateful for the nurturing care their children receive while they are with the childminder. They explain how she is an extension of their own family and how they trust her completely. Parents report that their children have made progress, particularly with communication and language, and social skills. They appreciate the regular communication and information the childminder shares to show their child's achievements and progress. The childminder talks with key persons, where children attend more than one setting. However, communication is not always effective. The childminder does not always share information about children's development to support continuity in their learning.
- The childminder is reflective and puts children at the centre of what she does. She gathers the views of parents and children to help inform areas she can adapt and change. The childminder attends mandatory training, such as first aid and safeguarding. However, she has identified that she wants to strengthen her professional development programme to help raise her practice to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding children. She knows the signs to look out for that may indicate a child is at harm. The childminder understands the procedures to follow if she has a concern about a child's welfare, or an allegation is made against her. She completes regular training to keep her knowledge of safeguarding up to date. The childminder is attentive and alert to keeping children safe as they play. She supervises them effectively as they explore and learn. The childminder continuously checks the suitability of her premises and carries out risk assessments when taking children out into the community.

What does the setting need to do to improve?

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

- improve ways of sharing information with other settings children attend to support continuity in their learning
- establish a highly effective programme of professional development, to raise practice to an even higher level.

Setting details

Unique reference number	2620983
Local authority	Surrey
Inspection number	10281054
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 7
Total number of places	4
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives Chertsey, Surrey. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Allen

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 showed the inspector the premises and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector read and considered written comments from parents during the inspection.
- 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.

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