

Childminder report

Inspection date: 18 April 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 in this warm and welcoming home. They form strong relationships with the childminder and often invite her into their chosen play. Children demonstrate that they feel safe and secure in the childminder's care. They confidently move around her house, selecting toys to promote their interests. Children take great pride in their achievements and proudly display their models. They develop a good sense of belonging.

Children lead their own play and develop their imaginations. They concentrate as they master joining the pieces of train track together. Children strengthen the small muscles in their hands and enhance their hand-to-eye coordination. They create a birthday cake from play dough. Children use the palms of their hands and fingers to make the shape that they need. These experiences help to support children's early writing skills in preparation for school.

Children's behaviour is very good. The childminder has high expectation of children's social skills. She teaches children the importance of being kind and caring to each other. The childminder is a positive role model. She encourages children to use good manners, gently reminding them to say 'please' and 'thank you' to each other.

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

- The childminder has a clear intention of what is it is she wants children to learn before they leave her care. She plans her curriculum to help children develop the skills they need to be independent in their self-care from the start. For instance, they learn how to take care of their own personal care needs, such as washing their hands and toileting. Furthermore, children learn new skills such as spreading butter and cutting up cucumber for their lunches. These skills help children prepare for future learning.
- Children invite the childminder into their play. With the childminder's playful interactions, children develop confidence and social skills through imaginary play. The childminder asks questions during play to enhance children's critical-thinking skills. Occasionally, during adult-led activities, she does not always tailor her interactions to extend children's previous knowledge and further support their learning.
- The childminder provides opportunities for children to develop an understanding of the world around them. She provides activities that teach them about growth and change. The childminder takes children on daily walks in the local woodland areas, where they explore the naturally changing seasons. Children talk about how caterpillars change while watching them develop over time. This supports children's growing understanding of nature.

- The childminder helps children to develop their mathematical skills. She does this by regularly counting with the children and introducing them to numbers in various ways. Children demonstrate that they remember how to use the resources that the childminder provides to support their mathematical development. For instance, children identify numerals and match these on the number line confidently. They make good progress in their early mathematical development.
- Children's communication and language development is very well supported. The childminder is sensitive to the children's speech development and repeats back words and phrases clearly throughout their play. Young children dance and sing to their favourite nursery rhymes. Furthermore, the childminder introduces new words such as 'cocoon' and 'chrysalis'. This helps broaden the range of words that children hear.
- Children learn the importance of regularly washing their hands and understand the importance of following good hygiene routines. Through daily routines, the childminder talks to the children about washing the germs away from their hands before they eat snack. This helps children to become familiar with routines before they eat and begin to understand the importance of health practices.
- The childminder helps children to understand emotions. She sensitively reminds children how to share and take turns. This helps children develop positive relationships.
- The childminder recently accessed training to support children's communication and language. This has helped her to identify children who may need support in their speech and language development and plan activities to help them progress.
- Parents say that the childminder is 'fantastic, kind and gentle', and their children have made great progress. The childminder regularly shares information about the various activities that their children take part in through daily discussions. This helps parents to support their children's learning and development at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements policies and procedures to keep children and her home safe. The childminder carries out daily safety checks with the children to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- focus teaching more precisely during the delivery of planned activities so that children fully benefit from the intended learning.

Setting details

Unique reference number	2624795
Local authority	Surrey
Inspection number	10281090
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	10 to 6
Total number of places	3
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives with her husband and two young children in Addlestone, Surrey. She offers care on Monday to Thursday from 7.30am to 5.30pm, all year round, except public and family holidays. The childminder holds a level 3 childcare qualification. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Lane

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 her evaluation of the setting.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector took account of the views of parents through the written feedback provided.
- The inspector asked the childminder questions to establish her understanding of how she safeguards the children in their care.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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