

Childminder report

Inspection date: 19 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 settled and feel safe and secure in the care of childminder. They have warm relationships with her and seek reassurance from her when needed. The childminder listens and responds intently to the children. Children relish the praise and the encouragement that they receive from her during routines and play. She recognises the children's efforts and achievements, which contributes to the development of their self-esteem, confidence and emotional well-being.

Children develop a love for books from an early age. For example, the childminder reads their favourite book to them, such as a puppet book based on 'The Gruffalo'. These visual interactions help children to develop their early language and communication skills well.

Children benefit from daily fresh air and exercise. They show utter delight as they run around the childminder's garden and independently use the slide. The childminder is close by to support younger children and teaches them how to get up and down the slide safely. This strengthens their large- and small-muscle development and supports their independence skills effectively.

The childminder is a good role model and has established secure routines. For example, all children sit at the table together at mealtimes and wait until everyone has finished. As a result, children behave well and understand the rules of the childminder's setting. This successfully supports their personal development.

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

- The childminder understands the importance of taking children out into the local community. For example, they visit local parks, attend music groups and go on nature walks. Furthermore, the childminder regularly meets up with other local childminders who have children of similar ages. Children see different places and make meaningful connections with others. This supports their social interaction well and helps them to understand the world they are growing up in.
- The childminder supports children to learn about the natural world. For example, children observe the life cycle of butterflies and frogs and release them back into nature once they have fully grown. Children begin to understand that each living creature has different stages of development. This supports their understanding of the natural world.
- The childminder plans a variety of activities for the children to meet their current interests. As a result, children show positive attitudes to their learning. For example, children show high levels of engagement as they fill and empty containers with foamy water. Their faces light up as bubbles form and they enthusiastically pop them. Children learn cause and effect and gain an

understanding of early mathematics. This prepares them well for their ongoing learning and development and their eventual move to school.

- Children benefit from a broad curriculum across all areas of learning. The childminder follows children's interests and has a clear understanding of what children need to learn next. However, she has not yet fully developed her understanding of how to precisely sequence aspects of the curriculum. This means, on occasion, she does not recognise how to extend the intended learning.
- The childminder promotes children's independence skills from an early age. For instance, young children learn to eat with cutlery and wash their hands before mealtimes. This supports children's independence skills well and teaches them important self-care skills.
- Parents say that they are happy with the care that the childminder provides. They comment that they are kept informed about their children's day-to-day activities and routines. The childminder works collaboratively with parents to support children's development and learning, such as when children are ready to be toilet trained. Furthermore, the childminder exchanges appropriate information with other settings that the children also attend.
- Prior to children starting, the childminder gains valuable information about the children, such as routines and any medical and dietary requirements. Children benefit from effective settling-in arrangements tailored to their individual needs. This enables the childminder to provide consistent care, which helps children to feel secure.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust safeguarding and child protection knowledge. She confidently understands her responsibilities to help keep children safe. The childminder undertakes mandatory training to help keep her safeguarding knowledge up to date. She ensures that she is fully aware of the role of the local safeguarding children partnership. There are clear and concise procedures for the childminder to follow if she has concerns about children's welfare. The childminder has a secure knowledge of the procedures to follow should an allegation be made against herself, or any adult living in her home.

What does the setting need to do to improve?

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

- strengthen understanding of how to precisely sequence aspects of the curriculum to consistently extend learning.

Setting details

Unique reference number	2625359
Local authority	Surrey
Inspection number	10285910
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Lyne, Chertsey in Surrey. She cares for children Monday and Friday, from 9am to 6pm, all year round except for family holidays and bank holidays.

Information about this inspection

Inspector
Katharina Hill

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 inspector observed the implementation of the curriculum during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the views of parents provided on the day of the inspection.

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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