

Childminder report

Inspection date: 24 November 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, confident and safe at this welcoming setting. The childminder aims to provide a home-from-home feel for the children in her care. The learning environment is exciting and stimulates children's senses. The childminder provides a wide range of activities that help to extend children's development. There is a range of interesting toys and equipment for children to access independently and they show confidence in choosing what they would like to play with. Children are making good progress.

The childminder's interactions with children are consistently warm and caring. This supports children's behaviour well. They enjoy playing with the childminder, who is responsive and considerate of their individual needs. They use the childminder as their secure base from which to explore the world around them. There are good opportunities for children to develop physical skills, such as their hand-to-eye coordination. For example, when playing with a musical marble game, children spend time posting marbles in a hole to create different sounds. They keep going and clap excitedly when they manage to post three marbles in a row. The childminder praises children for their efforts and their achievements. This helps build children's self-esteem.

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

- The childminder has a well-sequenced curriculum. She gathers information about what children already know and can do before they start. This helps her to build on children's interests and abilities to ensure that there are no gaps in learning. She places a high importance on their personal, social and emotional development. For example, the childminder skilfully supports toddlers to understand the routine of the day, be as independent as possible and develop good friendships with each other. Children make good progress in their development.
- Children learn to adopt healthy lifestyles. They confidently follow hygiene routines, such as washing hands before eating. They have regular access to the outdoors and benefit from plenty of fresh air and exercise. The childminder encourages children to take controlled risks, for example by practising to balance across beams and cut their own fruit at snack time. She provides healthy and nutritious meals and includes a variety of fruits and vegetables.
- Children show motivation to take part in activities and show a positive attitude towards their play and learning. The childminder's enthusiastic interactions support children to keep trying when they find things challenging. Toddlers persist and show fascination as they place small cars on a sloped track and watch them roll down. The childminder extends the activity by talking about the colours of the cars and encouraging children to identify the next colour. However,

at times, in her eagerness to engage with the children, she answers questions for them before they can think and respond.

- The childminder supports children's communication and language well. She continually talks to children and offers additional words for them to learn, such as 'llama' and 'purple'. However, when children mispronounce words or use the sound animals make to identify them, such as 'neigh-neigh', the childminder does not always model the correct animal's name back to them. As a result, children are not always hearing the correct word or pronunciation that would further support their growing vocabularies.
- The childminder supports children to develop their understanding of different mathematical concepts. For example, during their play, children are encouraged to count how many dinosaurs and dragons they have. They complete challenging puzzles with minimal help and begin to recognise different two-dimensional shapes, such as a heart or star.
- Partnership with parents is strong. Parents are complimentary about the childminder. The childminder speaks with parents at drop-off and collection times to keep them updated about their children's care needs and achievements. She sends photos and updates throughout the day. In addition to the daily updates, the childminder also sends parents a monthly video montage of their children at play. Parents comment that they love watching the videos with their children. They also appreciate the advice the childminder offers them about how to support their children at home. The childminder uses these videos to support her ongoing assessment of the children and reflect on the provision she offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. She knows the procedure to follow if an accusation is made against herself or a member of her household. The childminder completes training to support her role and ensures that her knowledge remains up to date. The childminder ensures that her home is clean, safe and well maintained, to ensure children can explore safely.

What does the setting need to do to improve?

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

- provide further support for children's language development, consistently modelling the correct words and allowing them enough time to construct their own thoughts and responses during discussions.

Setting details

Unique reference number	2636831
Local authority	Surrey
Inspection number	10295688
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 2
Total number of places	5
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Guildford, Surrey. She operates a flexible provision, during term time only, Monday, Tuesday, Thursday and Friday from 7.30am to 6.30pm.

Information about this inspection

Inspector

Nina Lambkin

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The childminder spoke to the inspector about her intentions for children's learning.
- Young children engaged with the inspector throughout the inspection, including sharing their dinosaurs and dragons with her.
- The inspector observed the interactions between the childminder and 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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