

Childminder report

Inspection date: 5 July 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

The childminder provides a warm and welcoming learning environment where children have fun and succeed. Children readily engage in a range of activities that capture their interest and spark their curiosity. They are keen to engage the inspector in their play and proudly share their achievements. For example, children work together to build a marble run. They create suspense by slowly filling the structure with lots of marbles until it finally collapses. This demonstrates children's perseverance and willingness to experiment with new ideas.

The childminder sets high expectations for children's behaviour, which children follow well. For instance, they show compassion when they give their friend a comforter to help them feel better. The childminder promotes children's independence, such as when children wash their hands before eating and clean their faces in a mirror. Children show high levels of emotional well-being when they decide on moments of calm and rest, especially after an active time in the garden. This successfully fosters confidence in children's own abilities.

Children are provided with many opportunities to be active, build their stamina and work on their physical skills. For example, they practise these skills when visiting places of interest, including parks and woodlands. Children talk interestingly about their experiences, such as when they 'stomp' and 'splash' in muddy puddles.

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

- The childminder has a clear understanding of what is working well and areas for development in her provision. For example, she is committed to improving her professional development through webinars, sharing good practice with local childminders and accessing advice from the local authority, such as when she needs to gain support from the special educational needs department for children who may show emerging gaps in their learning and development. The childminder uses what she learns to good effect in her teaching.
- The childminder recognises the importance of valuing children's views and opinions, which helps them feel a strong sense of belonging. For instance, she fully involves children in planning their weekly dinner menu. They consider well-balanced and nutritious meals. This gives children confidence to try new tastes and textures.
- The childminder is skilled at identifying opportunities to support children's mathematical knowledge. For example, children experiment with weighing scales in the outdoor kitchen. They are encouraged to observe the scales changing as they weigh different objects. Children quickly learn that the higher the number marked on the scale, the heavier the item.
- Children become competent communicators. For example, during the marble run

activity, they use effective phrases to explain their predictions. Children say, 'It will explode like a volcano.' In addition, they regularly burst into a song relating to what they are doing at the time, such as singing 'The Wheels on the Bus' when they make track marks with a toy bus as they paint. They show their great understanding of the tune and pattern of words as they personalise each verse.

- Children love to learn about the world around them. For instance, they have a keen interest in plants. Children are particularly fascinated in the latest addition, a Venus flytrap plant. They observe and comment on the plant's eating habits as they spot flies and dragonflies sitting in the 'traps'. However, the opportunity to deepen children's knowledge is not explored further. At times, the childminder does not fully consider opportunities to extend children's learning or address any misconceptions they may have.
- Overall, the childminder interacts with children enthusiastically during adult-led activities. However, sometimes, she is too quick to offer solutions to a challenge they may face. The childminder does not always give children sufficient time to think about the problem and apply themselves. For instance, she poses a challenge for children to look at and name any differences between a toy rhinoceros and a hippopotamus. The childminder gives answers before children have a chance to work it out for themselves.
- Parents are extremely complimentary of the care their children receive. They are grateful for the positive values that the childminder instils in their children, such as showing kindness. Parents comment positively on the strong relationship the childminder has with them and other settings that their children attend. They appreciate her collaborative way of working that has greatly benefited their children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe from harm. She recognises the potential signs of abuse, including the risks of possible radicalisation. The childminder knows how to refer any concerns she may have about a child's welfare to the relevant authorities. This includes if an allegation is made against herself or a member of her household. She undertakes regular safeguarding training to ensure that her knowledge remains up to date. The childminder carries out regular risk assessment checks that help to ensure that the environment remains a safe place for children.

What does the setting need to do to improve?

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

- develop teaching strategies further to consistently deepen children's knowledge and understanding

- give children ample time to think critically, apply themselves and respond fully when posed with challenges.

Setting details

Unique reference number	2643100
Local authority	Surrey
Inspection number	10301528
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Badshot Lea, Farnham. She provides care for children Monday to Wednesday from 7.30am to 6pm, and on Thursday from 3pm to 6pm, all year round. The childminder holds an appropriate early years qualification at level 3. She accepts funding for free early years education for children aged two, three and four years.

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and inspector carried out a joint observation and discussed the quality of teaching.
- The inspector observed interactions between the childminder and the children.
- The inspector held discussions with the childminder and the children at appropriate times during the inspection.
- Parents shared their written views of the setting with the inspector.
- The inspector reviewed relevant documentation held by the childminder.

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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