

Childminder report

Inspection date: 22 March 2024

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 is friendly, kind and happy to see children when they arrive. This supports children to feel safe and content in their environment. The childminder consistently reinforces good manners and appropriate boundaries for children to follow. Children are polite and respectful to each other. They listen and follow instructions well. The childminder listens to the children's thoughts and opinions and values them as individuals. Children feel respected and have a sense of belonging. They are developing positive foundations in their personal, social and emotional development.

The childminder plans activities that appropriately challenge children's learning. These are well-thought-out and reflect the children's development needs and interests. For example, the childminder reads 'The Very Hungry Caterpillar' to the children. Her intention for their learning is to recall information from the story and to concentrate during the activity. She reads to children in a way that captures their attention and keeps them interested. Children become engrossed in the story and sit well. She asks the children thought-provoking questions that prompt their thinking and encourage them to remember aspects of the story. This informs her of what the children have learned. The childminder encourages the children to join in with her as she counts out and names the different foods. Children show their delight by joining in and smiling. They are developing their confidence to add to conversations and build on their communication and language skills.

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

- The childminder observes and assesses the children's learning effectively. She has constructed a curriculum that is flexible and well suited to support the children's needs. This is adaptable and under constant review to ensure that she is meeting all the children's needs. The childminder reinforces the curriculum intent in all aspects of the children's care and daily routine. She meets their needs effectively, and they successfully move forward in their development.
- The childminder completes regular risk assessments to ensure that the children are safe to explore their environment. This is both in the home and the outdoor environment. She encourages children to understand risk and to identify hazards for themselves. For instance, while out on a walk, the childminder points out potential hazards, such as cars on the road as they stop and prepare to cross. She asks children to look both ways and listen for cars that are approaching. The childminder explains that the safest way to cross is using the zebra crossing. She waits for cars to stop fully before crossing and explains to the children why this is important. Children are developing strong foundations for keeping themselves safe.
- The childminder knows the children well. She understands the support that is

needed to help children progress in line with their age and stage of development. The childminder successfully uses assessment to highlight and support any gaps in children's learning. However, the childminder has not established partnerships with other early years settings that children attend. As a result, shared care and learning between settings to strengthen children's development is not fully in place.

- Children love being outside. They are naturally interested in the world that they live in. The childminder ignites the children's curiosity by encouraging them to explore their environment. For example, children notice the blossom trees and daffodils. The childminder holds conversations about the beautiful colours, and they talk about spring and the approaching summer. As they walk around the streets, they notice more flowers in other gardens. Children are developing an understanding of the world and have a sense of community.
- The childminder supports the children's learning in their intended areas effectively. She devises next step targets for children's learning that are achievable and supports them to make progress. However, she does not share this information with parents to help them to work together to support their child's development. Therefore, parents are not always supported to continue their child's learning at home. Despite this, the childminder values the parent's views and opinions, and parents explain they are happy with the care and education their children receive.
- Children are supported to follow good hygiene routines. The childminder is consistent when reinforcing why these are important. For example, she asks children to wipe their own noses and to cover their mouths when coughing. She explains how this benefits others around them. Additionally, the childminder gives children clear rules to follow, such as helping to tidy up after activities. Children understand what is expected of them and learn good self-care skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- work more closely in partnerships with other settings that children attend to provide a consistent and shared approach to children's learning
- strengthen information-sharing with parents to build on relationships and reinforce learning between the childminder and the home.

Setting details

Unique reference number	2646873
Local authority	Surrey
Inspection number	10332876
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 4
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 works with a co-childminder at their home in Woking, Surrey. The childminder operates from 7.45am to 6pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelley Ellis

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.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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