

Childminder report

Inspection date: 14 December 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy, and they settle quickly in a warm, nurturing and friendly environment. The childminder is gentle in her interactions, and she values the children as individuals. This creates an atmosphere of mutual respect and trust that helps children feel safe. The childminder is committed to ensuring that the children feel secure in her homely environment. In turn, children want to be there, and they enjoy the childminder's company.

Children love being in the outdoor environment in the crisp fresh air. The childminder talks to children about being safe when on walks and reinforces the road safety processes. The childminder shares the children's joy of what they see while they are out walking. For instance, children see a train and excitedly say 'chug a chug a choo choo'. The childminder repeats this back to them and shares their enthusiasm as they watch the train go past. Children are developing a good sense of the world they live in and their community.

The childminder is committed to providing high-quality learning for the children. She has created a rich-learning environment where children are encouraged to be curious and to find out by exploring. For example, children enjoy investigating lighting up sensory toys. The childminder creates a dark space to enhance this experience. Children use their senses to explore and are active in their learning. Through her teaching, the childminder gives children new knowledge, and they make good progress.

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

- All children have good opportunities to achieve in line with their abilities. With a well-balanced and constructed curriculum, the childminder knows what she wants to teach children. She knows children well and plans experiences that provide opportunities to further develop their learning. The childminder ensures that goals are achievable. Therefore, children are encouraged to build on their existing knowledge and improve their skills.
- Children learn in an inclusive setting where they are all welcomed and supported to make the progress that they are capable of. The childminder gathers valuable information that informs her of children's starting points. She has effective strategies in place to assess the children's learning and development. She considers children's individual needs when she plans meaningful activities around the children's interests. This means that children benefit from tailored learning experiences that suit their needs.
- The childminder's interactions are well considered and well thought out. She understands what she wants children to learn and how she can help them to achieve their goals. The childminder asks open questions that help her identify

what children know and inform her of areas for further support. However, on occasions, the childminder does not give children enough time to respond to the questions that she has asked of them. This means that children do not always have the time to process the information that informs their responses.

- Children play in a clean, safe and well-maintained environment. The childminder supports children to follow good hygiene routines. She consistently reinforces these during the daily routine. Children are developing strong foundations for their self-care skills and understanding of how to stay healthy.
- The childminder has created a respectful and calm environment. Overall, she supports the children's behaviour well and encourages them to use their manners when they ask or receive something. This embeds good foundations for children's positive behaviour. Generally, children follow the childminder's expectations of behaviour. However, sometimes the childminder does not make her expectations of behaviour clear. This means that children do not always do as the childminder intends. For instance, some children continue to play and the childminder carries out tasks herself, such as tidying up.
- The childminder is reflective in her practice and is committed to continually improving her knowledge to give children high-quality care. She has identified training that can strengthen her provision even further and continue her professional development. The childminder takes time to research and evaluate how she can implement new ideas to suit her ongoing provision. This has a positive impact on children's learning and their outcomes.
- Parent partnership is strong. Parents are informed of their children's learning and daily care routines. The childminder values parent opinions, and parents express that communication is open. The childminder ensures that learning is shared between her setting and the home. Working in collaboration with parents ensures consistency and strengthens the support and development for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently attended safeguarding training, and she has a secure knowledge and understanding of how to protect children. She is watchful for signs and indicators of abuse and/or neglect or concerns that could suggest that a child may be suffering from harm. She understands the correct procedures to follow and would raise her concerns at the earliest opportunity. The childminder takes her safeguarding role and responsibility seriously to ensure that all children are kept safe. The childminder assesses risks effectively and understands her responsibility to maintain mandatory training, such as first aid, to meet statutory requirements. In addition, she ensures that children are in sight at all times when eating.

What does the setting need to do to improve?

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

- strengthen skills in recognising when to give children time to think things through and make connections in their learning
- enhance practice even further by being fully consistent when enforcing rules to help children understand what is expected of them.

Setting details

Unique reference number	2649243
Local authority	Surrey
Inspection number	10305541
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 7
Total number of places	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Bagshot, Surrey. The childminder operates for most of the year, from 7.30am to 5.30pm, Tuesday to Thursday, except for family holidays. The childminder is a qualified teacher.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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