

Childminder report

Inspection date: 28 May 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

Children develop a strong sense of belonging at the childminding setting. They form positive relationships with the childminder, her assistant and her co-childminder. For example, children confidently approach the adults to talk to them. The childminder gathers effective information when children first start. This helps to ensure that the adults know and understand children's individual needs. The adults provide sensitive care, support and reassurance for new children. This helps all children feel safe and secure.

The adults kindly guide children's behaviour to help them understand what is expected. Children follow instructions and the daily routines easily. For instance, they listen for their names to be called to go and wash their hands. Children develop their independence well. The adults support and guide children as needed, such as when they put their coats and boots on. Children show a willingness to try and do this, and the adults praise them for their efforts and achievements.

The childminder takes account of children's interests effectively to plan activities that promote children's learning. Consistent observation and assessment help to identify what each child needs to learn next. Children benefit from plenty of physical activity along with planned focused activities, which supports their learning indoors and outdoors. Overall, the quality of teaching provided is effective to support all children to become ready for their next stage of learning.

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

- The childminder, her assistant and co-childminder work well together as a team. They continually discuss children's learning and their progress. This helps them to identify what children know and can do. They evaluate their provision, such as activities, to help them identify improvements. The childminder supports her assistant, for example through regular feedback and support. She keeps her colleagues updated with new information to support their knowledge and skills.
- The childminder has a strong focus on supporting children's communication and language skills. The adults hold ongoing discussions with children. They read books and encourage children to talk about what they observe and their own experiences. Sometimes, the adults do not fully extend their discussions, such as when observing the natural world. For instance, they do not always fully explain or provide accurate information for children to help them gain more knowledge and understanding.
- The adults caring for the children know them well as individuals. They provide support to help children recall their prior learning, such as words and phrases from books they have read. They promote children's regular use of counting and their recognition of shapes and sizes during play and activities. This supports

children to practise and develop these skills securely.

- Children have many opportunities to be physically active. For example, they walk to the nearby country park and enjoy visits to farm parks. The adults help children to recognise how to keep themselves safe. For instance, they follow a consistent safe procedure to cross the road with children. Children learn to manage appropriate risks, such as how to climb safely over the top of the climbing frame. They develop confidence in their abilities and build on their physical capabilities well.
- Children engage positively in their play and activities. During the inspection, they enjoyed hunting for insects with magnifying glasses, which they shared well with each other. Children recognised familiar insects and identified their different features. They searched with excitement and engaged confidently with the adults to share their enjoyment. Younger children, including babies, were included in the outing well. They enjoyed sensory experiences, including touching suitable plants and bark, and practised their early walking skills.
- The childminder offers children healthy and balanced food and drinks. The adults remind children about sitting safely while eating and supervise them closely. Children benefit from consistent hygiene routines, such as washing their hands. The childminder plans specific activities to support children's understanding of healthy practices, such as toothbrushing. However, sometimes the adults do not fully promote children's further awareness of healthy lifestyles at other times.
- Parents are highly complimentary about the childminding setting. They highlight how well their children progress, such as in their confidence, social skills and school readiness. The effective communication with parents helps to keep everyone updated about children's care and learning needs. The childminder regularly communicates with other early years settings the children also attend. This promotes effective continuity to support children's needs.

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:

- build further on the quality of teaching to help children embed further knowledge and understanding, such as through adults' interactions and discussions
- extend children's understanding of healthy lifestyles to further support their awareness of taking care of their bodies.

Setting details

Unique reference number	2663224
Local authority	Surrey
Inspection number	10335057
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	0 to 9
Total number of places	18
Number of children on roll	24
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Lightwater, Surrey. The childminder has two assistants and a co-childminder registered to work with her. The childminding setting is open all day, Monday to Friday, for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years. She holds qualified teacher status and also has a forest school qualification. In addition, one of her assistants holds an early years qualification at level 2 and her co-childminder holds an early years qualification at level 4.

Information about this inspection

Inspector

Sheena Bankier

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 discussed how she supports children's learning and development with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children interacted with the inspector and chatted to her about their play and activities.
- The inspector observed children's daily routines and viewed the areas of the childminder's premises used for their care.
- The childminder provided the inspector with relevant documentation, such as paediatric first-aid certificates.
- Discussions were held with the childminder, her assistant and co-childminder at appropriate times during the inspection.
- The inspector reviewed written feedback provided by parents for the inspection to gather their feedback and views about the childminding setting.

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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