

Childminder report

Inspection date: 18 June 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 are happy and content. The childminder is mindful of where children are at all times. They are curious to learn and explore their environment. The childminder is always present and available to support the children's care and learning needs. Children feel safe and secure in her home. The childminder generously praises the children's positive behaviour, which gives children a sense of accomplishment and pride. They are making good progress in their personal, social, and emotional development.

The childminder ignites the children's imaginations and encourages them to partake in fun activities around their interests. For example, children show good teamwork as they enjoy making a tower using large cardboard boxes. The childminder explains that if the children stand on their tiptoes, this will make them taller, and help them place the last couple of boxes on the top. The children listen to what she says and wait with the childminder in anticipation as the tower begins to wobble. The boxes fall to the floor and the childminder shares the children's excitement by laughing. Children gain good balancing skills and learn to work together as a team.

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

- Leadership and management are effective. The childminder is passionate about the service she offers and the care and education she delivers to children. She understands her roles and responsibilities and is committed to giving children the best start in their early years. She seeks to continually develop her skills to enhance her practice and knowledge. Children enjoy learning and are developing well.
- The childminder's curriculum supports children to be confident and competent learners. Children learn to become independent with their physical skills, such as walking, balancing, and doing appropriate tasks for themselves. This helps them become resilient and self-assured. Children listen to the childminder and follow her directions well. The childminder recognises that each child is unique, and that their learning styles are individual. She focuses her teaching on specific areas to gradually move children on to the next stage of their development. Children make good progress.
- Children enjoy times when they all sit down together, such as mealtimes. The childminder ensures that children follow good hygiene routines and encourages them to say 'please' and 'thank you'. Consequently, children learn good manners from an early age and are respectful and polite. The childminder talks about being healthy and discusses oral health with the children. They talk about how often they brush their teeth. Additionally, she encourages the children to use a toothbrush to brush the teeth on a large model. The approach helps children develop healthy foundations for good self-care skills

- The childminder has rigorous risk assessments in place to keep the children safe while they play and explore. She continuously reflects on how she keeps children safe from harm both indoors and outdoors. The childminder gives children knowledge and teaches them basic skills for recognising harm. For instance, children show an interest in the rabbit and attempt to put their fingers in the cage. The childminder is clear when she explains that this is not a good idea, as the rabbit could think their finger is a carrot and nibble it. This broadens children's awareness of danger, and they recognise how to keep themselves safe.
- Children's communication and language skills are a priority for the childminder. Her interactions are purposeful, and her intention is to explore children's thinking and to give them new knowledge. Children are developing their skills to engage in conversations. They share back and forth interactions with the childminder and each other. However, at times the childminder does not recognise when to pause to allow the children time to reflect on what it is she is telling them. This does not always give children the opportunity to be creative and explore their own ideas and thoughts.
- Parent partnership is a strength of the childminder. She works with parents to ensure continuity of learning between both homes. This gives children consistency as they learn new skills. Parents express that they are grateful for the childminder's caring nature and the activities she provides for the children.

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:

- enhance skills in recognising when to give children more time to express their own ideas and thoughts to support communication and language even further.

Setting details

Unique reference number	2665754
Local authority	Surrey
Inspection number	10339457
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 3
Total number of places	6
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 Godalming, Surrey. The childminder operates Monday to Thursday, from 7.30am to 5.30pm term time only. She holds an appropriate childcare qualification. The childminder receives funding for the provision of free early education for children aged two, three and four years.

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 childminder and has taken that into account in their evaluation of the provision.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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