

Childminder report

Inspection date: 2 August 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 provides a warm and welcoming environment where children are happy, confident and well settled. She provides appealing learning experiences, indoors and outdoors, which help to deepen children's interests. Children show good engagement and enjoyment as they choose their own activities. This enables them to lead their own learning.

The childminder's interactions with children are warm and positive. She skilfully intervenes to support children to make links with their new and previous learning. For example, children are fascinated by insects. Their natural curiosity is enhanced when the childminder recaps on the features of a stag beetle. Children handle a real stag beetle and ask relevant questions such as, 'Where are the wings? In this way, the childminder successfully helps children to build on their existing knowledge.

Children's independence and good behaviour are promoted well from the outset. They delight in taking on roles of responsibility, such as collecting everyone's water bottles after snack. The childminder is quick to encourage and praise children and celebrate their successes. This supports children's self-esteem.

The childminder places a strong emphasis on promoting children's physical skills. Children love to be active in the fresh air. They freely explore the range of equipment. For example, they balance on a beam and slide down a ramp while sitting on a ride-on toy, safely and with increasing control. Children are proud of their garden and happily show new visitors what they can do with the equipment.

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

- The childminder is fully committed to driving continuous improvement. This includes enhancing her understanding of ways to support children with any additional needs. In this way, the childminder successfully adopts different strategies she has learned to help address these children's gaps in their learning. She works very closely with her co-childminder to share good practice and ideas that help children to be fully prepared for their next stage in education.
- The childminder displays high expectations for children. She explains clearly the consequences of unwanted behaviour and the impact some children's choices may have on themselves and others. The childminder supports children in developing positive behaviours and attitudes to learning by modelling these qualities herself for children to follow. Children develop a keen sense of right and wrong and sometimes tell their friends to refrain from inappropriate behaviours.
- The childminder organises a broad range of outings to enrich children's real-life experiences. For example, children visit the local farm and learn about how to

care for animals. The childminder extends children's social experiences through attending playgroups, visiting local shops and care homes for the elderly. This gives children an opportunity to interact with people from all walks of life.

- All children make good progress in their communication and language. The childminder provides ample opportunities for songs, rhymes and stories throughout the day. Even the youngest children frequently break out into song when they are engrossed in play. For example, while making stars with cutters and play dough, they sing 'Tinkle Twinkle Little Star' beautifully. Children spontaneously pick up books to look at and enjoy. They retell their favourite parts from the pictures and remember repeated phrases from stories the childminder previously shared. This shows children's real love for books.
- The childminder has a good understanding of how young children learn and develop. She uses her knowledge to accurately assess the progress children make, as well as identify what they need to learn next. However, when planning and organising adult-led activities, the childminder does not always use this information precisely enough to maximise children's learning. For instance, although she identifies the need to encourage children to think critically for themselves, she is sometimes too quick to give solutions to problems they may face in their play.
- The childminder supports children's understanding of the benefits of adopting a healthy lifestyle. She offers them a variety of nutritious snacks and meals, which children enjoy. During mealtimes, the childminder holds lively discussions with children about the food, such as talking about how when they eat the skins from apples it provides their bodies with essential nutrients. Children readily help themselves to water throughout the day. They recognise that after running around in the garden they feel hot, and drinking water helps to cool them down.
- Parent partnership is highly effective. The childminder keeps parents well informed of children's day, their ongoing progress and the ways to support their learning at home. She shares helpful advice, for example, by discussing suitable approaches to adopt for toilet training. This helps to provide continuity in their children's care and learning.

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:

- strengthen planning and organisation of adult-led activities to focus more sharply on children's individual next steps in learning.

Setting details

Unique reference number	2672422
Local authority	Surrey
Inspection number	10355305
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	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She works in Weybridge, Surrey with another registered childminder. The childminder operates Monday to Wednesday and Friday, from 8am to 6pm, all year round. She is eligible to receive funding to provide free early years education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3.

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 provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke to the inspector during the inspection.
- 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 carried out a joint observation of a group activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' written views of the provision.

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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