

Childminder report

Inspection date: 16 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

Children are polite and well-behaved. Their happiness and confidence is promoted well in this home-from-home setting. The childminder welcomes and celebrates all children's unique backgrounds, experiences and personalities. She knows each child's learning style and plans her curriculum based on their needs, abilities and current interests. The childminder places a strong emphasis on building children's natural curiosity by providing real-life experiences. For example, children learn about her pet tortoise and hamster. They know why the tortoise has a shell and when a hamster prefers to sleep.

The childminder is attentive to children's care needs. She forms affectionate and secure bonds with them. This helps children feel emotionally safe. The childminder is a good role model and shares her passion about helping the wider community. For example, she organises regular visits to a care home for the elderly. Children learn to be compassionate and thoughtful as they talk to the residents and play games with them. In this way, children's social skills are greatly enhanced.

The responsive childminder follows children's lead as they develop their imaginative skills through role-play. For instance, she becomes a 'patient' at the children's surgery. Children use different equipment to check the childminder's health. The childminder skilfully intervenes at appropriate times to extend children's learning further. For instance, she encourages children to tell their 'patient' to breathe in and out when using the stethoscope.

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

- The language-rich environment the childminder provides, offers plenty of opportunities for children to listen to and learn new vocabulary. There is a seamless flow of two-way conversations, where children learn to actively listen to the speaker and respond accordingly. The childminder skilfully extends conversations by asking children thought-provoking questions. In this way, children develop a better understanding of topics, such as when they consider if the tortoise can use its sharp claws to climb out of its purpose-built pen.
- The childminder places a strong emphasis on developing children's personal, social and emotional development. She encourages children to be kind to each other, learn to share and be patient if another child has something they want. In addition, the childminder promotes children's independence when managing their own care needs, from the outset. Children know that washing their hands before eating 'keeps the germs away'. They understand that tidying away their toys when they finish playing with them, helps minimise any trip hazards.
- Children's physical skills are developing very well. They move with control, flexibility and confidence when they proudly show their gymnastic skills to new

visitors. The childminder organises opportunities for children to build their strength and stamina at local parks and woods. Children develop good hand-eye coordination when they pick up pasta shapes and rice with their fingers and carefully feed them through the narrow openings of bottles. In this way, children develop skills that prepare them well for their future education.

- The childminder is committed to increasing her knowledge and skills to continuously benefit children in her care. She reflects on her practice to consider any areas of development. For instance, she researches and attends relevant online courses that support children's individual needs and help address any gaps in their learning. The childminder successfully adapts her practice in light of her new knowledge.
- The childminder provides lots of opportunities for children throughout the day to develop their counting skills. However, she does not consistently introduce them to other aspects of early mathematical concepts as regularly. For example, children do not receive as much support to learn about shape, space and measure during their play.
- The childminder plans interesting adult-led activities. For example, children make musical instruments out of recycled materials and use them to make sounds to represent different types of weather. However, the childminder's learning intentions for children are sometimes too broad and cover lots of concepts in the one activity. At these times, she does not focus precisely enough on what individual children need to know next, to ensure their learning is maximised.
- Partnerships with parents are strong and effective. Parents appreciate the close working relationships with the childminder. A shared and consistent approach is adopted at home and with the childminder to promote good habits, such as when children develop better sleeping routines. The childminder asks parents for feedback, specifically to inform her improvement plans. Parents say their children progress really well with the childminder, particularly in their self-care skills, confidence and speech.

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 the curriculum for mathematics to strengthen children's understanding of a broad range of mathematical concepts
- refine planning of adult-led activities to reflect children's individual next steps in learning more precisely.

Setting details

Unique reference number	2677016
Local authority	Surrey
Inspection number	10355111
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Aldershot, Surrey. She operates Tuesday to Friday, from 7.30am to 6pm, all year round. The childminder holds a relevant level 3 childcare qualification. She is eligible to receive funding to provide free early education for children aged two, three and four years.

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- 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.
- Parents shared their written views 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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