

Childminder report

Inspection date: 4 September 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 enjoy their time in the childminder's welcoming and stimulating home. The childminder works very closely with families and gets to know children well. Children form close relationships with the childminder. This enables them to settle quickly into her care. Young children show a strong sense of belonging. They independently move around the childminder's home and make choices of what they want to do. For instance, they enjoy playing with dolls, so the childminder provides pushchairs and doll clothes, and encourages imaginative play, sharing and turn-taking.

The childminder plans her curriculum to support children's independence. She focuses this on helping to prepare children for their next stage in learning. For example, she encourages them to use cutlery when eating and to put on their own shoes. Young children become increasingly competent and show very good levels of independence.

Children demonstrate a positive attitude and enjoy learning. The childminder has high expectations for children and is a good role model. She is kind and supports young children to share resources. For example, she encourages them to pass each other different toys as they play. This helps children develop positive relationships.

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

- Overall, the childminder plans a variety of experiences, taking account of the different areas of learning. However, some aspects of the curriculum are not planned to target precisely what the children need to learn next. This impacts on her ability to clearly focus her teaching.
- The childminder has high expectations for children's communication and language development. She consistently introduces new vocabulary and models the correct pronunciation of words to support children's understanding. Children often repeat what the childminder says as they play. Furthermore, the childminder plans daily singing sessions. Children enjoy singing their favourite action rhymes. This gives them further opportunity to practise their speech.
- Children develop their physical skills well. There are a variety of opportunities to progress physically. This includes using the slide and playing ball games. The childminder encourages children to keep trying when they find it hard to climb up the steps on the slide.
- The childminder uses mathematical words to compare size and incorporates numbers into children's play. She encourages children to count their shoes and match them into pairs. The childminder teaches young children the names of different shapes, such as 'circle'. This helps children develop their early mathematical skills.

- The childminder uses her knowledge of healthy, nutritious and well-balanced meals to promote children's good health. She prepares freshly made meals and snacks for the children. Children begin to understand the importance of personal hygiene routines. For example, the childminder encourages children to wash their hands before eating and after playing outside.
- The childminder is skilful at supporting children's behaviour and emotional development. As children play, she talks about different feelings. This helps children understand different emotions, and supports them to behave well.
- The childminder recognises when children are sleepy and provides them with a calm space to sleep. She uses gentle strategies to soothe and help them to feel more comfortable. The childminder promotes safe sleeping practices. She observes children while they sleep and regularly checks them. This helps keep children safe.
- The childminder works with parents and external professionals to ensure the needs of children with special educational needs and/or disabilities are met. The childminder attends training to develop her knowledge. For example, she has recently focused her training on monitoring children's speech development.
- Parents provide positive feedback about the childminder. The childminder shares a range of information with them so that they can help their children at home. Parents are pleased with the progress their children have made.
- The childminder regularly evaluates her setting to ensure that she provides children with the best possible learning experiences. She actively seeks input from parents to gather their thoughts and requests. This helps her monitor the quality of her provision.

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 teaching to precisely target the skills children need to learn next.

Setting details

Unique reference number	2678103
Local authority	Surrey
Inspection number	10354728
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Guildford, Surrey. She operates term time only from 7.30am to 5.30pm, Monday to Friday except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Lane

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 her evaluation of the provider.
- The inspector viewed the space and resources available for childminding to gain an understanding of how the early years provision and the curriculum are organised.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and routines, and assessed the impact this has on children's learning.
- 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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