

Childminder report

Inspection date: 5 November 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 builds strong bonds with the children, who demonstrate that they feel safe and at home in her care. She provides a stimulating environment where children can choose their own play. The childminder uses children's play to build on their developing skills. From an early age, children demonstrate a clear understanding of the well-established daily routines. The childminder has high expectations for children. For example, they build on their personal independence as they get their plates and cups for snack time and put their boots and coats on to play in the garden. Children develop a strong sense of belonging.

Children enjoy lots of outdoor learning. The childminder ensures children benefit from outings to local woodlands, walks to the local parks and play sessions with other children. These experiences help children to socialise with others and gain an awareness of nature. Children delight in their play at the 'mud kitchen' and confidently use spades and containers to dig, scoop and stir sand. Children love listening to a train whistle and watching the train go by on the tracks. The childminder builds on children's physical skills and their understanding of how to keep themselves safe. For instance, children carefully manoeuvre down the paved slope to the garden and climb back up the steps to the patio, receiving support and guidance from the childminder.

Children are gaining the skills they need to support their future learning. They are learning to take turns and share well for their age. For example, they share the pencils and crayons with each other so they can all make marks on their paper together. Children are making good progress.

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

- The childminder has a secure understanding of her role to protect children's welfare and support their ongoing developmental progress. She completes regular training and holds discussions with childminding colleagues to promote fresh learning opportunities for children. The childminder recognises the importance of regularly reflecting on her own practice to enable her to support children's continual good progress.
- Children gain a good awareness of healthy lifestyles. They love being outside and the childminder provides a wide range of experiences for them to develop their exploration and experimentation skills. The childminder provides a range of healthy meals and snacks, which children enjoy helping to prepare. Children follow healthy practices and eagerly show visitors how they wash their hands before they eat.
- Children receive a varied curriculum, which the childminder builds based on what they already know and can do. The childminder uses children's play and their

interests to engage them and increase their natural curiosity. She rotates resources and varies her environment to support this. Children love sitting on cushions to look at books or on the floor to play with cars on the toy garage.

- The childminder promotes children's communication and language well. She narrates what they are doing as they play, tells stories and provides music they love to dance to. The childminder encourages children to repeat words and supports their early communication skills.
- The childminder knows children well and enhances their learning by using their interests to build on their next steps in learning. For example, to build on their understanding of colours, the childminder uses coloured ice and vinegar cubes with bicarbonate of soda to create a bubbly reaction. She talks to children about the different colours and 'scooping' the powder on to the cubes to make the bubbles. However, on occasion, the childminder does not make the best use of her conversations to deepen children's knowledge and extend their learning further.
- The childminder knows the children and their families well. She values their uniqueness and refers to this to help raise their self-esteem and make them feel valued. The childminder gathers information from parents before their children start, so she is aware of their likes, backgrounds and developmental achievements. This enables her to reflect and respect these aspects with the children, boosting their self-esteem.
- Partnerships with parents are highly effective. Parents report that they value the care and experiences the childminder provides for their children. They are positive about the progress their children are making. Parents are very complimentary of how confident their children are and the social experiences they have. They communicate daily with the childminder and there is a shared approach to meeting children's care and learning needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts the interests of children first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- review and develop questioning techniques to provide greater challenge to children and extend their wider learning further.

Setting details

Unique reference number	2678609
Local authority	Surrey
Inspection number	10363642
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 5
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 Godalming, Surrey. She operates from 8.30am to 5.30pm, Monday to Thursday, for most of the year. The childminder holds a relevant level 3 qualification. She accepts funding for children aged from nine months to four years.

Information about this inspection

Inspector

Anne Nicholson

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector read written testimonies from parents during the inspection and took account of their views.
- 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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