

Childminder report

Inspection date: 21 October 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 enjoy their time with the childminder. She is warm and friendly towards them, which supports children to form secure bonds with her. For instance, children smile with delight as she plays 'peekaboo' with them. This helps children to settle easily and actively engage in their learning.

The childminder uses her knowledge of each child to successfully plan and extend their learning. For example, she uses children's interest in books to help them recall their favourite stories. The childminder recites 'We're going on a bear hunt' as children play outside and she role models the different movements to them. Children readily join in and copy her, which helps them to remember what happens next in the story.

The childminder carefully considers how she can arrange the environment to meet children's emotional needs. Children confidently use the available resources to show how they are feeling and to regulate their emotions. For example, when children want some quiet time, they independently take themselves off to the 'calm' tent where they enjoy looking at familiar books. Additionally, when children struggle to share and take turns, the childminder uses different methods to support them. This includes encouraging them to use breathing techniques or offering them other activities and games that they can engage with. This helps children to learn how to manage their behaviour.

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

- The childminder notified Ofsted of an incident where her risk assessment had not been effective. The childminder fulfilled her responsibility to notify Ofsted, and took appropriate action to improve her risk assessments. As a result, Ofsted will not be taking any further action in relation to this breach of requirements.
- The childminder has carefully planned a broad and varied curriculum to ensure that all children continue to make good progress. She has a good understanding of the skills and knowledge that children need to develop at each stage of their learning. This enables her to provide children with stimulating age-appropriate challenges that precisely targets children's next steps. As such, children enjoy their time with the childminder and develop well.
- The childminder skilfully uses the environment to build on children's learning. For instance, she encourages them to spot shapes around them and to count different things that they can see. Children join in with enthusiasm, which helps them to develop their mathematical knowledge.
- Children benefit from opportunities to develop their language skills. For example, the childminder supports children to notice the different colours, sizes and textures of the pumpkins. The childminder talks about some of them being

'bumpy' and 'wet'. She encourages children to look and touch the pumpkins, which helps them to learn the context of these words and develop their vocabulary. However, the childminder is sometimes too enthusiastic as she talks to children and she does not always give them time to respond when she asks them questions. This does not fully enable children to process and share their thoughts and ideas.

- The childminder ensures that she provides children with ample opportunities to build on their small and large muscle strength. This includes supporting children to balance on top of large pumpkins, throwing beanbags into rings, and painting pictures with fruit. Children willingly take on these challenges with delight. This helps children to develop their physical skills.
- Children are familiar with the routines that the childminder has embedded into their daily experiences. For example, they register themselves when they arrive. Additionally, children know that it is time to put the toys away when the childminder plays the tidy up song. Children enjoy the responsibility of helping with these routines. This helps them to take care of their learning environment and show positive behaviour.
- The childminder places a strong focus on enabling children to develop an understanding of how to manage risks for themselves. This includes teaching them about potential dangers, such as when they cross the road or use online devices. She uses age-appropriate language and resources to help children to become aware of different risks and how they can keep themselves safe. The childminder also shares this information with parents, which helps them to work together to ensure that children receive consistent support in their 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:

- enhance teaching to give children time to process their thoughts and ideas to further support their language development.

Setting details

Unique reference number	2688046
Local authority	Surrey
Inspection number	10362227
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Addlestone, Surrey. She operates from Monday to Thursday 8am to 5pm for most of the year. The childminder has an appropriate level 6 qualification. She is in receipt of funding to provide free early education for children up to the age of four.

Information about this inspection

Inspector

Hayley Kiely

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- 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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