

Childminder report

Inspection date: 12 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

Children are safe and secure in the childminder's home. They explore freely, accessing toys and resources. Children play well together, forming good relationships with their friends. The childminder shows genuine love and care for each child, and as a result, children are extremely happy and relaxed while in her care.

The childminder has high expectations, and children behave well. As the childminder serves their food, children use good manners, such as saying 'please' and 'thank you'. They have opportunities to learn everyday tasks, such as washing their hands before mealtimes, pouring their water and helping to dress themselves. Children respond well to the childminder's warm and calm approach. They have a positive attitude to learning and are encouraged by the childminder to try new things. All children make progress from their starting points.

The childminder promotes children's language and communication skills well. She encourages children to follow their interests. She uses this as a basis to introduce new vocabulary and encourages them to repeat words back to her. For example, as children explore and search the tray with farm animals and gloop, the childminder repeats words such as 'muddy', 'sticky', 'farm', 'donkey' and 'mushy'. Children babble in response to the childminder's warm interactions.

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

- The childminder is loving and caring towards the children. They enjoy her cuddles, comfort and reassurance. She treats them with kindness and respect. This encourages children to behave well and share affection with others.
- Children demonstrate that they are motivated to learn. The childminder knows the children well and can confidently talk about their capabilities. She identifies what children need to learn next and helps them to build on what they already know. The childminder plans a wide range of age-appropriate activities. For example, children eagerly explore building train tracks and magnetic train carriages. They confidently join pieces together and ensure that there are no gaps in the track. Although the childminder plans interesting activities, sometimes she does not fully consider how to extend activities further and provide appropriate challenge for all children.
- The childminder understands the importance of partnership working with other nurseries that children attend. This helps to ensure that together they meet the children's interests. The childminder talks about the importance of getting children ready for school and encourages children's independence from an early age.
- Children enjoy listening to books read by the childminder as they snuggle up and

read together. Children learn new words and extend their language while they repeat words and phrases, responding confidently and articulately to the childminder's questions.

- The childminder places a high emphasis on developing children's language in all areas of the curriculum. She narrates what the children are doing in a simple way to encourage children's vocabulary. She encourages children to join in conversations as they play. Younger children use sounds and gestures to make their meaning clear to others. They smile with delight when the childminder acknowledges their efforts. However, the childminder does not consistently make the most of spontaneous moments to promote children's awareness of mathematical concepts and language, such as size and counting, to further develop their mathematical knowledge.
- The childminder travels with the children in and around her local community. She teaches children how to keep safe and provides opportunities to develop their physical skills. They visit local parks, nature trails and garden centres. These provide children with new and interesting experiences. For instance, they have opportunities to run, climb and balance as they develop their core-muscle skills.
- The childminder has established secure relationships with parents. She communicates with them through various methods, such as verbally and through electronic devices. The childminder shares what their children need to learn next and helps parents understand how they can continue supporting their children's development at home.
- The childminder enhances her teaching skills by undertaking online courses to build on what she already knows. She attends regular safeguarding and paediatric first-aid courses to ensure children's safety. Networking with other childminders helps her to share information about current childcare initiatives.

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:

- review and improve how activities are organised so that they provide appropriate challenge for all children
- strengthen teaching to promote children's awareness of mathematical concepts to further develop their mathematical knowledge and skills.

Setting details

Unique reference number	2688792
Local authority	Surrey
Inspection number	10363646
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Burpham, Guildford. She operates from 7.30am to 5.30pm, Monday to Wednesday, most of the year. The childminder has a relevant level 3 qualification in childcare. She provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- 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 spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views of the childminder with the inspector.
- 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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