

Childminder report

Inspection date: 24 August 2023

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. This helps them feel happy, settled and safe and in her care. Children enjoy cuddles and caring interactions with the childminder. She is attentive to their needs and adapts daily routines for each individual child.

The childminder plans an engaging environment where children explore a range of activities. For example, They enjoy watching as they push different items down the soft-play slide. They show excitement when they see how far the items will roll.

Songs and story times are a particular favourite for the children. They listen as the childminder reads, and they look at the pictures in the book. They join in with familiar words of the story or the actions of the songs. Children begin to learn about emotions and their bodies. They begin to identify different body parts by pointing to them and attempting to name them.

Children are beginning to manage their own feelings and behaviour. They are gaining an understanding of how to express their emotions. When children struggle to regulate their emotions, the childminder supports and offers redirection. She talks to the children about kind hands and sharing.

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

- The childminder has a clear vision for what she wants children to learn. She plans activities that build on what the children know and can do. This helps children make good progress and enjoy activities, for example, when children play with a playhouse and cars, the childminder supports their learning through play. She talks to them about the cars they are playing with and they look out of the window at other vehicles driving by.
- The childminder takes responsibility for her own professional development. She accesses online courses that support her in improving her knowledge. She uses this training to develop her understanding of how children learn. She implements new learning into planning activities for the children which are engaging. However, at times, her enthusiasm means she gives the children a lot of information all at once and the children do not have the opportunity to master one skill before moving on to another.
- The childminder strives to maintain secure attachments and promotes children's well-being and independence. The relationships she has with the children are attentive and nurturing. Children enjoy cuddles and playing with the childminder. They are keen to show her the toys they are playing with and engage her in their play. The childminder follows the lead of the children and provides open dialogue. She talks to the children about the toys they have chosen and extends

their interests. She encourages the children to listen to the sounds they can hear outside.

- The childminder creates a safe environment for the children. She implements good hygiene routines and models handwashing by showing children how to wash their hands before snack time. This supports the children to learn and develop some independence skills.
- The childminder ensures that her policies and procedures are effective. She has recently reviewed her risk assessments to ensure that children are safe while in her care. She has taken action to make sure the spaces used by the children are suitable for use. A stairgate and doors are in place to prevent risks to children.
- The childminder provides a healthy diet and time for children to be play inside and outside. Children enjoy fresh fruit and vegetables. The childminder offers choices to the children. They develop language as they use simple words to say what they want. They enjoy time out in the community area, walking and looking up at the sky to watch as an aeroplane goes by. The children show great joy when they hear it coming and point up to the sky.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to identify children who may be at risk of abuse. She understands her responsibility to protect children. She knows how to make timely referrals to partner agencies if she has a concern. The childminder knows the process to follow if she receives an allegation of abuse. She demonstrates her knowledge of the different types of abuse. She has effective risk assessments in place. This helps to ensure that the premises are safe and secure for the children to use.

What does the setting need to do to improve?

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

- strengthen the implementation of the curriculum to consider when children would benefit from more time fully master new skills

Setting details

Unique reference number	2689665
Local authority	Surrey
Inspection number	10307519
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 8
Total number of places	5
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 Addlestone, Surrey. She provides care all year round, Monday to Friday from 7.30am to 5.30pm.

Information about this inspection

Inspector

Lisa Robinson

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 childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and childminder discussed a joint observation and shared feedback.

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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