

Childminder report

Inspection date:

27 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 feel secure, happy and valued in this nurturing, home-from-home environment, where they are treated as part of the family. The childminder builds warm, trusting relationships with each child, creating a safe space for exploration and learning. She encourages children to express themselves, make choices and develop independence, instilling a sense of responsibility. Children feel empowered to make decisions that build confidence, such as choosing what they would like to play with or deciding which drink to have at snack time.

The childminder has established very secure settling-in procedures that focus on the individual needs of children and their families. The childminder finds out what children like, as well as what they know and can do, when they first begin attending. She follows children's interests and uses her observations to help inform her planning. This helps all children make good progress.

The childminder promotes healthy habits by providing children with balanced and nutritious meals, good hygiene routines and regular outdoor play. She also supports children's fine motor development through activities that strengthen their hand muscles. This helps prepare them for tasks such as using utensils and holding pencils. The childminder nurtures children's growth, independence and well-being, allowing them to thrive in a loving and supportive setting.

The childminder focuses her curriculum on children's interests. She provides a wide range of activities to support children's physical development. Children enthusiastically ride on scooters and negotiate space in pedal cars. They explore the play kitchen, showing good control as they mix using a spoon and make 'cakes' and 'soup' for dinner. To extend children's physical development, the childminder takes them to local parks so they can use larger equipment and learn to manage risks safely.

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

- The childminder supports children's language development well. She creates a language-rich environment, introducing new vocabulary and encouraging children to engage in back-and-forth conversations. By narrating activities and verbally naming objects, she supports children's communication skills and helps them to understand and use language in context.
- Mathematical concepts are woven into everyday routines, supporting children's understanding of number, shape and spatial awareness. The childminder ensures children develop a solid foundation in mathematics through activities, such as counting objects during play and recognising different shapes they use. Young children can confidently count to 10 and identify colour and different sizes of

everyday items. These practical, hands-on activities make learning enjoyable and reinforce children's mathematical skills.

- Children's interests play an important role in the childminder's planning. By incorporating themes such as 'Peppa Pig', she motivates them to explore and learn. Activities, such as reading stories or playing in the garden with sand and water, become avenues for learning. The childminder skilfully extends these interests into educational experiences, keeping children engaged and ensuring that learning is relevant and enjoyable. However, the childminder does not yet best utilise questioning techniques to challenge children's thinking or encourage them to solve problems independently. This does not help to support their critical thinking and deepen their curiosity.
- Parents value the service the childminder provides. They feel she is warm and welcoming and offers a flexible service that meets their families individual needs. The childminder communicates well with parents, verbally and through online messages. She informs parents of children's daily plans and provides ideas to further support their learning at home.
- Children are keen to join in activities that ignite their interest. For example, they concentrate well and pay attention to detail when creating models with magnetic construction pieces. However, occasionally, children find it difficult to regulate their emotions and effectively express their needs during play activities where they are required to share and take turns. At such times, children become slightly restless and disrupt others. That said, they respond well to the childminder's reminders for positive behaviour.
- The childminder prioritises promoting children's physical development. Children benefit from a wide range of opportunities to be outdoors in the fresh air daily. They use a range of large and small physical play equipment in the childminder's home and garden. For instance, children climb up into the tree house and use watering cans to water the garden. Children thoroughly enjoy manipulating dough. They use rolling pins and small tools to make numbers and shapes. This helps to develop children's large- and small-muscle skills.
- Cultural experiences are a key part of the childminder's activities, helping children understand and appreciate the world around them. The childminder celebrates events such as Remembrance Day, and takes children on outings to community locations and local attractions. These experiences allow children to learn about different traditions and develop a sense of belonging. These activities build children's social skills, curiosity and respect for others, fostering a warm, inclusive attitude.

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 the opportunities children have to think critically by adapting questioning techniques that allow children more time to process information and respond
- strengthen behaviour management strategies to support children to consistently manage their emotions, wait for what they want and understand how to share and take turns.

Setting details

Unique reference number	2690417
Local authority	Surrey
Inspection number	10367748
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	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. She lives in Aldershot, Hampshire. She operates from 7.30am to 5.30pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder accepts early years government funding for those who are entitled. She holds an appropriate qualification at level 3.

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.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector during the inspection and invited her into their play.
- The childminder showed the inspector a sample of documents. These included documents relating to the suitability of household members, safeguarding and first aid.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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