

Childminder report

Inspection date: 18 December 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 have lots of fun as they learn. They show that they feel safe and secure as they confidently make choices from a good range of play materials. The childminder is in tune with their individual needs and characteristics. She provides a warm, welcoming and inclusive environment. Children are happy, settled and show good levels of emotional well-being. They become engrossed in their play, are confident, inquisitive and enthusiastic to learn.

Children make good progress from their starting points. The childminder has constructed an ambitious curriculum to ensure that all children, including those with special educational needs and/or disabilities (SEND), develop the skills they need for their future. She interacts well with children and uses effective teaching strategies to check what they know and remember. For instance, as children look at the picture on a puzzle, she asks them which animal is eating an ice cream. Children comment that the penguin is eating the ice cream.

Children are well behaved. The childminder has high expectations for their behaviour and conduct. She supports children well to manage their feelings and regulate their behaviour. For example, she uses gentle words and gives simple, clear explanations, making sure that children understand the reasons why some behaviours are not acceptable. The childminder is always close by to offer them support and reassurance as they play and test out new skills and learning. Children are kind, polite and play harmoniously alongside others.

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

- The childminder has a good understanding of the children in her care. On entry to her setting, she finds out what children already know and can do. She continues to monitor their progress. This helps her to quickly identify any emerging gaps and provide targeted interventions. Children make good progress from their starting points and show a positive attitude to learning. They communicate well, ask for help when needed, complete self-care routines independently and behave in an age-appropriate way.
- The childminder is committed to providing high-quality, inclusive care and education for all children and their families. She supports children with SEND effectively. She works closely with other professionals to ensure that children receive extra support to help close gaps in their learning.
- Children of all ages develop good communication and language skills. The childminder provides a constant narrative and repeats words to help children to hear the correct pronunciation. Children talk with confidence and happily share their previous experiences with the childminder.
- The childminder appreciates the importance of supporting children's early

literacy skills. She offers a range of books for children to access freely. However, she does not always use opportunities fully to capture children's interest in books, such as sharing and talking about stories throughout the day.

- The childminder recognises the importance of encouraging children to be independent and develop new skills. She encourages them to persevere and keep trying when faced with challenging tasks. This helps children to build resilience and develop a 'can-do' attitude.
- The childminder ensures that children benefit from opportunities to develop their social skills and mix with children of a similar age. For example, she takes them to local playgroups. However, she has not considered how to provide wider opportunities to enhance their understanding of different cultures and beliefs.
- The childminder promotes children's physical health and well-being effectively. She provides tasty and nutritious meals and praises children when they try something new. The childminder ensures that children play outdoors each day and get plenty of exercise. This positive approach helps children to enjoy healthy lifestyles.
- The childminder is committed to her ongoing professional development. She completes regular training to enhance her existing knowledge and skills. For example, she is currently learning sign language to enable her to communicate more effectively with children with limited speech.
- The childminder works effectively with parents and involves them fully in their children's care and learning. She regularly shares information with them through face-to-face discussions and weekly updates. Parents report that they appreciate the many outdoor learning experiences the childminder offers. They comment that their children have made good progress since attending.

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:

- make better use of opportunities to extend children's enjoyment of stories and books to help foster a love of reading and promote children's literacy skills
- widen opportunities for children to explore different cultures and beliefs within their community.

Setting details

Unique reference number	2694321
Local authority	Surrey
Inspection number	10367940
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Chertsey in Surrey. The childminder offers care Monday to Friday, 7am until 5pm, for most of the year.

Information about this inspection

Inspector
Ingrid Howell

Inspection activities

- The inspector viewed all areas of the home used for childcare.
- The inspector carried out a learning walk to discuss the childminder's curriculum, including how the childminder assesses and plans for children's learning.
- The inspector observed the quality of teaching during activities and evaluated the impact this has on children's learning and personal development.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for safeguarding children and the childminder's reporting procedures.
- The inspector took account of the views of parents through written feedback provided.

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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