

Childminder report

Inspection date: 1 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

The childminder supports children to develop their independence skills in readiness for the next stage of their learning. They self-register on their arrival, using pictures of themselves. They confidently tell the inspector the names of all their friends and point to their photos. The childminder supports children to use cutlery when they eat their food, and encourages them to put on their bib before they eat.

Children learn to have good manners, saying 'please' and 'thank you' during the daily routine, and to use their 'kind hands' with their friends. The childminder helps children to understand and recognise different cultures. For example, they decorate candles for Diwali, complete an egg hunt for Easter and taste different foods within the daily menu.

Children enjoy going on local walks; they collect different-coloured leaves and conkers, which they later use during their play. The childminder encourages children to understand and recognise numbers to support their mathematical development. They count three conkers, place them into a cup and point to the number 3 printed in the play area. Children enjoy role play. They talk about building towers of bricks and take turns in pushing the wheelbarrow.

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

- The childminder plans and provides a varied curriculum covering all areas of learning, which incorporates children's interests and celebrations throughout the year. She ensures the environment supports children's learning, with a focus on gaining the skills and knowledge they need for their move to school. The childminder observes the children, taking note of their development, which helps to identify what children can do and what they need to learn next. However, on occasion, this information is not used well enough to inform planning.
- The childminder promotes a love of books to children. A wide range of books are available to the children to explore throughout the day. The childminder reads books to children and uses actions to enable them to understand the new vocabulary they learn, for instance 'swishy, swashy' when listening to 'We're Going on a Bear Hunt'. The childminder takes children to the local library, where they enjoy singing songs during rhyme time. This helps strengthen children's language and extend their vocabulary.
- All children have a positive attitude towards learning. They get excited when they see the activities provided. Children concentrate for long periods and focus on what they are doing. The childminder supports children by engaging positively throughout their play.
- Children demonstrate that they feel safe and secure. They confidently explore during their play, inviting the childminder to engage with their play. The

childminder knows the children very well, which enables her to meet their individual needs. She encourages children to have a healthy lifestyle; they eat nutritious meals and help to prepare the fruit they eat at snack time. The childminder plans activities to enable children to understand the importance of brushing their teeth and good oral hygiene.

- Partnerships with parents are effective. When parents place their child with the childminder, she shares information about the service provided, including policies and procedures. Good communication provides parents with information about their child's care and development. Parents say that their children feel safe and go into the setting with a big smile on their face each day. The childminder supports parents with their child's developmental stages, such as providing advice for potty training and teething. The childminder works with the local school to pass on messages and share information to ensure that children's care is consistent.
- The childminder and her co-childminder work together to provide a homely childcare setting. They take equal responsibility for all children in their care. The childminder updates her mandatory training, including paediatric first aid, food hygiene and safeguarding. She also completes short online training courses to support her understanding of the early years foundation stage curriculum. The co-childminders have regular discussions about the planning of the early years curriculum they provide and continually evaluate their overall provision.

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 planning of the curriculum to target more precisely children's next steps in their learning, ensuring all activities provide sufficient challenge for most-able children.

Setting details

Unique reference number	2729262
Local authority	Surrey
Inspection number	10366759
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She works with her co-childminder in Worcester Park, in Surrey. The setting is open all year round, Monday to Thursday, from 8am to 5.30pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and the childminder carried out a joint observation of a group activity.
- The inspector observed the interactions between the childminder and children.
- Children communicated with the inspector during the inspection.

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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