

Childminder report

Inspection date: 16 September 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

On their arrival, children beam with happiness and hold out their arms for a cuddle with the childminder. Babies and children who are new to the setting settle very quickly. The childminder has effective systems in place to help her to get to know the children well before they begin in the setting. She is clear about how to support children with special educational needs and/or disabilities. She signposts parents effectively to places where they can get additional support. The childminder has high expectations for children's behaviour. She encourages children to follow rules and boundaries. Children listen well and are learning to follow rules, such as knowing not to run indoors.

Children excitedly engage in a range of activities planned for them by the childminder to reflect their individual needs and personal interests. For example, children work together in the role-play kitchen and pretend to make cups of 'chai tea' for the childminder. Children benefit from trips to local places of interest, such as the library or museums, and travel on public transport. These experiences successfully enhance children's knowledge and understanding of the wider world.

The curriculum for physical development is well planned. Children practise their hand-eye coordination as they thread shaped beads onto a lace and play throwing and catching games with the childminder. They take suitable risks in their play. For instance, children giggle with delight as they pretend to 'zoom to the moon' by jumping up and down.

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

- The childminder is highly reflective in her practice. She accesses training to develop her knowledge and understanding. For example, recent training has improved her understanding of how to develop the curriculum for mathematics. Following her training, she now successfully weaves maths across different activities and is skilled at introducing mathematical vocabulary.
- Partnerships with parents are effective. Parents remark on the highly positive impact the childminder has had on their children. They really value the daily conversations and photos that she sends to keep them up to date. The childminder provides advice and guidance to parents on topics such as promoting children's independence at home. This helps to provide continuity in children's development.
- Generally, children are developing good language and communication skills. The childminder narrates play and repeats key words that young children say, such as 'watermelon' and 'apricot', as they eat their healthy snack. On occasions, however, she does not allow children time to think and respond to questions. This does not fully support their language development.

- Children enjoy learning about the natural world and how to take care of living things. For example, they enjoy learning about the childminder's pet chameleon and bearded dragon. The childminder enhances children's knowledge as she explains chameleons use camouflage to keep safe from predators.
- Children develop increasing independence appropriate for their age. The childminder encourages children to have a go at completing small tasks for themselves. For instance, at snack time, she teaches children how to peel a satsuma and provides utensils for them to practise chopping fruit.
- The childminder helps children to understand the importance of having good oral health. For instance, she introduces 'teeth cleaning' activities, helping children to learn how to clean their teeth. However, at times, the childminder does not effectively support children to gain a deeper understanding of the importance of other good hygiene routines, such as when they wash their hands.
- Children are well behaved. The childminder provides high levels of praise and encouragement to boost children's self-esteem and sense of achievement. Children share toys, and, when asked by the childminder, swap their favourite ones so that their friends can have a turn.
- Children are extremely enthusiastic and motivated in their play. They consistently keep trying when they come across problems. For instance, when playing in the mud kitchen, children persist in finding the right container to fill with soil to transport to the other side of the garden. The childminder extends their play as she adds water to their pile of soil to create a 'muddy puddle'. Children enjoy the sensory experience of walking and jumping in muddy puddles.

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:

- strengthen the implementation of the communication and language curriculum to further enhance children's speaking skills
- help children to develop an understanding of how hygiene practices contribute towards good health.

Setting details

Unique reference number	2758270
Local authority	Surrey
Inspection number	10349516
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	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Woking, Surrey. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers government-funded places for children aged nine months to four years.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The childminder provided the inspector with a sample of key documentation.
- The childminder spoke to the inspector about children's learning and development.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.

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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Textphone: 0161 618 8524
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