

Childminder report

Inspection date: 3 February 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the childminder's home and demonstrate that they feel safe. They form strong and loving bonds with the childminder, which supports their emotional well-being. Children are confident and develop age-appropriate independence. They follow the childminder's simple rules and boundaries and learn to follow safe practices, such as sitting at the table to eat or drink.

Children develop a love of books. They enjoy, listen with interest and respond with comprehension to stories read by the childminder. Older children confidently predict what will happen next in familiar stories and make links to their own experiences. For instance, when children see fireworks in the story, they recall when they went to see them with their parents.

Children have a positive attitude to their learning. They persevere when faced with difficult tasks, such as learning to use scissors. This helps them to develop resilience and a can-do attitude. Children are confident speakers. They happily engage with visitors and encourage them to join in with their play. For example, during role play, they tell visitors that they have a meal delivery for them and encourage them to pretend to eat and drink.

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

- Children enjoy listening to their favourite songs and rhymes. They choose familiar songs on the 'voice-activated' speakers. Children dance, clap and bounce up and down with excitement and enthusiasm.
- Children behave well and play harmoniously together. On the rare occasion when children struggle to share, the childminder encourages them to think about how their actions impact on others. Children recognise that not sharing might make others feel sad.
- The childminder encourages children to develop their independence skills, including putting on their own shoes, dressing themselves and pouring their own drinks. The childminder teaches children about healthy lifestyle choices. For example, children eat healthy snacks and understand that healthy foods and water are good for their teeth. The childminder encourages parents to send a healthy, balanced lunch for their children. Children benefit from regular fresh air and exercise. For instance, they participate in daily outdoor activities in the childminder's garden.
- The childminder supports children to learn about the diversity and traditions of others. For instance, children create colourful dragons and lanterns during craft activities and taste Chinese food in celebration of the Chinese New Year. Children discover many facts about the Chinese culture, including learning that the colours red and yellow symbolise wealth and prosperity.

- Overall, the childminder provides a curriculum that supports children to develop knowledge and skills across all areas of learning. However, support for children's mathematical development is not always fully effective. The childminder does not make consistent use of her interactions with children to further support their good understanding of numbers and mathematical concepts.
- Partnerships with parents are highly successful. The childminder gathers a wealth of information from parents about their children and uses this effectively to help younger children settle from their homes to hers. Parents speak very favourably of the childminder. They report that she has a 'caring nature' and 'always puts children's care and safety needs first'.
- Children benefit from many opportunities that support their communication skills. Throughout activities, the childminder provides a commentary, models good conversational skills and introduces new vocabulary. Young children repeat familiar words and phrases in response to her warm interactions.
- Overall, the childminder uses effective teaching methods to support children's learning and development, such as demonstrating how to do things. She engages older children in meaningful conversations to extend their language and listening skills. However, the childminder does not consistently support children's thinking and problem-solving skills as well as possible. At times, she does not give children enough time to respond to her questions before she answers them herself or asks another question.
- The childminder is committed to her ongoing professional development. Since her last inspection she has completed an abundance of training to help keep her knowledge and skills up to date. She supervises her assistants effectively and ensures that they regularly complete all mandatory training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of safeguarding issues and knows how to recognise the possible signs of abuse and neglect. She is clear about the procedures to follow in the event of a concern about a child in her care. She knows who to contact if an allegation is made against herself or a member of her household. The childminder is knowledgeable about a broad range of safeguarding issues, including her responsibility to identify girls at risk of harm from certain cultural practices. She is aware of the importance of having robust recruitment procedures in place to ensure that all adults caring for children are suitable. Daily checks of the premises are made to identify and remove any potential hazards.

What does the setting need to do to improve?

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

- enhance the curriculum for mathematics and give children consistent

opportunities to explore numbers and mathematical concepts

- give children time to think and respond to questions during play and discussions to extend their problem-solving and thinking skills further.

Setting details

Unique reference number	EY306057
Local authority	Surrey
Inspection number	10108603
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	18 February 2015

Information about this early years setting

The childminder registered in 2006. She lives in Egham, Surrey. The childminder cares for children Monday to Friday, between 7.30am and 6.30pm, for the majority of the year. The childminder receives funding to provide free early education for children aged four years. She sometimes works with an assistant. The childminder holds a level 3 qualification in childcare practice.

Information about this inspection

Inspector

Ingrid Howell

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 her evaluation of the provider.
- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector sampled a range of documents, including the childminder's paediatric first-aid certificate and public liability insurance.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children and how she assesses and plans for children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022