

Childminder report

Inspection date: 25 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident with the childminder in an environment that is homely. They show a sense of belonging as they settle quickly due to the childminder's settling-in procedures. From the outset, the childminder ensures that she works closely with parents to help her gather information about their children's interests. Children demonstrate that they feel safe and secure. For instance, they welcome visitors and are eager to show them their favourite toy cars.

The childminder plans a broad, ambitious and well-sequenced curriculum. She provides children with opportunities to develop their speech and language skills. For example, she skilfully introduces new vocabulary as children explore and play, for instance as they talk about the toy elephants. The childminder introduces the word 'tusks' to the children, to further their speech. Children receive good interactions from the childminder, but also have time to discover and explore for themselves. Young children are confident communicators and are eager to join in with conversations with the childminder.

The childminder is a good role model and has high expectations for children's behaviour. Children mimic the childminder's warm interactions. They have good manners and display kindness to their friends. For example, they snuggle together on the sofa and pretend to read each other stories. This helps children develop positive relationships.

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

- The childminder monitors children's progress closely and uses her experience and understanding of child development to identify any potential gaps in their learning. This allows her to implement interventions to help children catch up with their peers. As a result, all children make good progress from their starting points.
- The childminder helps children to identify their emotions. She uses stories to explore a range of emotions. For example, the childminder uses characters in stories to help children identify different feelings, such as happy and sad. This helps children to build on their emotional literacy and recognise the feelings of others.
- The childminder teaches children to be independent from a young age. For example, when children arrive at the childminder's home, they confidently take their shoes off, ready for their day. Children who are currently potty training are confident to ask to use the bathroom. These skills help prepare children for school.
- Children develop great imaginations. For example, they create an 'aeroplane' to go on a holiday trip. The childminder is skilful at following children's play

choices. She ensures that they have the resources they need to extend their play. This leads to children being deeply engaged and helps develop their concentration.

- The childminder encourages the children to play with each other, share the resources and take turns. This promotes children's positive behaviour. Children ask for their friends when they arrive at the childminder's home. This helps them to gain the skills they need to maintain friendships.
- The childminder shares information about children's learning and routines with their parents. She does this through regular communication. Parents state that they are happy with the care and learning that their children receive. The childminder also gives parents ideas on how to support their children's learning and development at home. For example, she works with parents to help children toilet train. However, she has not yet developed effective links with early years settings that children also attend in order to ensure that the children's transitions are smooth and that their learning experiences are consistent.
- Children regularly visit the local area and have opportunities to mix with larger groups of children. This helps them develop and practise their social skills. For example, children interact with others of varying ages and backgrounds, as they attend toddler groups with the childminder. This helps children to gain experience of the world around them, gain confidence in new situations and develop their social skills.
- The childminder focuses her professional development to enhance outcomes for the children she cares for. For example, she accessed training to extend her knowledge on children who may have gaps in their speech and language development. This has helped her to adapt her interactions to further develop children's communication and language.

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:

- engage effectively with other settings where minded children also receive their early education, to ensure that children's learning needs are consistently met.

Setting details

Unique reference number	EY320700
Local authority	Surrey
Inspection number	10363961
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	2 to 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	17 January 2019

Information about this early years setting

The childminder registered in 2005. She lives in Staines, in Middlesex. She operates her service all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder showed the inspector around the premises and discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector and the childminder evaluated a teaching activity together to review the quality of education.
- Parents shared their written views of the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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
E: enquiries@ofsted.gov.uk
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