

Childminder report

Inspection date: 17 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in this childminder's setting. They settle quickly and are keen to join in the activities provided by the childminder or with resources that are available to them at their level. The childminder has developed strong relationships with the children, who seek reassurance when needed and enjoy her warm interactions with them.

The childminder is a good role model. She uses a calm and supportive tone when speaking to children, and in turn, they respond positively. Children develop a love of books and stories. The childminder sets out books that are accessible to children and relevant to their interests or the current theme, such as winter and Christmas. Children keenly find books for the childminder and visitors to read to them. The childminder points to pictures and asks children questions. This also helps to promote children's listening and attention skills to a good level.

The childminder provides opportunities for children to be out in the community and experience the world around them. For instance, they go on walks around lakes and visit farms and parks. Children enjoy going to local playgroups, which enhances their social skills.

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

- The childminder knows the children very well. She is knowledgeable about their development and their home life experiences. The childminder uses her assessments of children's learning to plan activities and experiences based on what children need to learn next.
- The childminder shares her time well between the children, making sure they all benefit from her good-quality interactions. The childminder supports children to develop their communication and language skills. She speaks clearly, incorporates new words into conversations and repeats words to help children build their vocabulary. For example, as children play with the cars and garage, the childminder introduces words such as 'fast' and 'whoosh'.
- Children learn about the importance of healthy eating and good hygiene habits. The childminder provides healthy, nutritious meals and snacks, and children learn about the importance of washing their hands before they eat. The childminder also applies good hygiene practices when changing nappies, and these times are managed sensitively. As a result, children confidently walk to the childminder to have their nappy changed.
- The childminder has established positive partnerships with other settings that the children attend. They share information, which helps to support continuity in children's learning.
- The childminder has a positive attitude towards her own professional

development. She accesses a range of training opportunities to keep her knowledge up to date. The childminder acknowledges that she would like to attend further training to build on her knowledge about seeking advice or making referrals to external agencies. Currently, she lacks confidence in this area and does not always swiftly seek advice from external agencies or partners to help children who may need further support or have gaps in their learning.

- The childminder models positive behaviour through her interactions with children. She is aware of the importance of teaching children to understand simple rules and boundaries, such as being kind and considerate to others. Children demonstrate positive attitudes towards their learning. For example, they thoroughly enjoy the sensory experience of playing with coloured rice. They use scoops, funnels and tongs, and pour from one container to another with control. Children remain engaged at this activity for a considerable amount of time.
- Parents speak highly of the care their children receive from the childminder. They comment that the childminder cares for their children with great attention to detail and compassion. They appreciate the range of outings the childminder takes their children on and feel that their children have developed in 'leaps and bounds' since attending this setting. The childminder frequently shares information about what children are learning and how parents can support this at home.

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:

- utilise professional development opportunities to build confidence when contacting external professionals for advice or making referrals, to help children who need further support in their learning and development.

Setting details

Unique reference number	EY357507
Local authority	Surrey
Inspection number	10364040
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	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 January 2019

Information about this early years setting

The childminder registered in 2007. She lives in Shepperton, Surrey and operates her provision from 7am to 6pm, Monday to Friday, for most of the year. The childminder provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Nicky Hill

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this has on the children's learning.
- Parents shared their views of the 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.

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 2024