

Childminder report

Inspection date: 30 October 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

The childminder provides a welcoming and homely environment for children. She gathers specific information from parents related to their children's home routines. These details are used effectively in helping new children settle quickly. The childminder builds loving and nurturing bonds with children. She meets children's care needs very well and offers reassurance and support when needed. For instance, the childminder recognises when babies are hungry or tired. Her calm and kind nature helps children to feel safe and secure.

The varied curriculum on offer is based around children's interests and seasonal themes. For example, as part of a Halloween topic, older children remember what a 'cauldron' is. They imaginatively share their ideas, thinking about making magic potions in the cauldron and the ingredients they may need, such as spiders and frogs. The childminder skilfully encourages children to recall story events from familiar books with similar themes to extend their thinking further. This helps children make connections between their existing and new learning. Children progress well and become ready for their next stage in education.

Building children's social skills, confidence and self-esteem is a key priority. The childminder is consistent in her expectations, such as encouraging children to share their toys. The childminder models good behaviour and encourages children to be polite, reminding them to say 'thank you' when they receive something. The childminder offers generous praise for children's achievements and behaviour. Children smile and beam with pride as they present their unique creations to the childminder.

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

- The dedicated childminder actively evaluates her provision, taking into account parents' and children's views. She develops close working relationships with other childminders. Together, they share good practice and fresh ideas for children's activities. The childminder attends training courses to continually enhance her professional development. For example, she recently learned more about children's brain development and how a positive learning environment can help their continual progress. This is evident in the setting, as children demonstrate that they feel valued.
- The childminder raises children's awareness of the diverse world they live in. For instance, she reads stories that help older children learn how to count in different languages. These children listen avidly and try hard to pronounce these numbers. Babies show a keen interest and point to pictures of people from other countries, looking closely at their traditional costumes. This helps children compare their own home languages and experiences to those of others.

- The childminder recognises the importance of developing children's self-care and independence skills. However, on occasion, she does too much for them. The childminder does not always give children opportunities to develop or persevere at tasks for themselves. This is apparent when the childminder washes children's hands before snacks, even though they are capable of having a go themselves under her guidance and supervision. During children's play there are moments when the childminder intervenes unnecessarily, such as when children attempt to master using piping bags to decorate cupcakes. At these times, children are not able to develop their resilience or experience success independently.
- From an early age, children's physical skills are promoted well. Children enjoy regular opportunities to develop and practise their gross and fine motor skills. The childminder organises regular outings to the local park, where they practise their running, jumping and balancing. In addition, she supports children to hold writing equipment appropriately. Children of all ages impressively make controlled marks, such as when using paintbrushes to decorate their creations.
- The childminder interacts positively with children at all times. However, her curriculum is currently stronger for the older children. The childminder does not always plan learning experiences precisely enough to help the youngest children begin to acquire language. For example, in a group of mixed-age children, she shares more complex stories that are too long and difficult for babies to understand. They then rapidly lose interest. The childminder does not always adapt her approach to build on these children's existing knowledge and skills.
- Partnerships with parents are strong. The childminder keeps parents well-informed of their children's busy day with her. Parents are highly complimentary of the childminder's approach to teaching the safety rules to children while on outings. For example, children have learned to be mindful of staying close to parents when out and about.

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:

- give children even more time and space to independently practise and refine their self-care skills and extend their own play
- review and improve the planning and delivery of activities to focus more sharply on developing the youngest children's communication and language skills further.

Setting details

Unique reference number	EY367088
Local authority	Surrey
Inspection number	10367565
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 3
Total number of places	3
Number of children on roll	4
Date of previous inspection	13 February 2019

Information about this early years setting

The childminder registered in 2008. She lives in Staines, Middlesex. The childminder offers care from Monday to Friday, 8.45am to 6pm, all year round. She holds a relevant childcare qualification at level 3. The childminder provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the early years curriculum she offers children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector and the childminder carried out a joint observation of a group activity.
- Parents shared their written 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.

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