

Childminder report

Inspection date: 1 June 2023

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 very happy and confident at this setting. The childminder implements her curriculum effectively to motivate children to learn. Children enjoy engaging in the interesting activities that the childminder plans for them. For example, they are excited to observe the growth of their tadpoles. The childminder teaches children about life cycles, and they go on to confidently draw the life cycle of a frog. Children enjoy learning about the natural world around them. For instance, they learn about different types of bees and discuss how they collect honey.

Children are creative. For example, they make art in different ways. They create rainbow patterns by using water and food colouring. Children learn about the benefits of healthy lifestyles. This is demonstrated when they have an active role in growing their own healthy produce such as carrots and brussel sprouts. Children have good opportunities to develop their physical skills. For example, the childminder teaches children to use challenging climbing and balancing equipment safely. Children learn about the world around them. This includes people's languages and the traditions of other countries. For instance, they learn about traditional costume of India as they try on bhindis and saris and try traditional Greek delicacies such as Orzo curry.

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

- The childminder establishes secure and trusting relationships with children. She gets to know their individual personalities well and understands what they like and dislike. This helps them to settle quickly and happily in her presence. Children have a positive attitude towards their learning and make good progress.
- The childminder supports children to develop confident communication skills. She provides them with a language-rich environment. Children widen their vocabulary through positive interactions. For example, when talking about different emotions, they learn about the meaning of the word 'selfish'. Children are confident to communicate their ideas and feelings.
- The childminder is a positive role model and, overall, children behave well. They are kind and caring, helping each other to complete tasks. However, at times, the childminder does not consistently support children to further develop their understanding of the consequences of their actions. For example, when they excitedly throw an object as they play, they are asked politely to not do this. However, there is a lack of explanation as to why this is an important rule to follow. This means that children do not consistently learn the knowledge they need to begin to reflect on some aspects of their behaviour.
- Overall, the childminder has a secure and confident understanding of all areas of learning. Children gain a wide range of skills. For instance, they complete tasks independently such as putting on their shoes when going outdoors. However,

the childminder does not consistently provide children with more opportunities to think about how to solve their own problems. For example, she swiftly steps in to tell children how to do things such as finding ways to transport water during outdoor play. Therefore, at times, children do not have enough time to think about and test out their own ideas.

- Parents speak highly of the childminder and her assistants. They compliment the nurturing environment and feel their children are thriving. The childminder establishes positive relationships with parents and keeps them fully informed and involved in their children's learning. For example, she sends daily photos and videos of their time at the setting and proudly shares their achievements.
- The childminder evaluates her practice together with the assistants who she works with. They discuss daily how well they have engaged children and what they could do to continue to enhance children's learning experiences further. The childminder and the assistants observe each other interact with children and provide constructive and helpful feedback, which they use to support their future practice.
- The childminder is proactive in making sure herself and her assistants keep up to date with new early years information and continue to build on their knowledge and skills. For instance, they carry out regular reading and research to learn new activity ideas that will help keep children engaged in learning and play experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge and understanding of safeguarding and child protection policies and procedures. She fully understands the signs and symptoms of abuse to be aware of and knows what will cause a potential concern. The childminder knows who to contact to seek advice and how to raise and follow up any issues. This includes how to manage any allegations against herself or her assistants. The childminder ensures that herself and her assistants complete regular safeguarding training to keep their knowledge up to date. The childminder teaches children how to keep safe. For example, they talk about how to behave around the family dogs. This includes understanding how to stroke them gently and safely.

What does the setting need to do to improve?

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

- support children to fully understand the expectations of their behaviour
- encourage children to think about and solve problems with more independence.

Setting details

Unique reference number	EY407835
Local authority	Surrey
Inspection number	10285386
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	3 to 4
Total number of places	9
Number of children on roll	13
Date of previous inspection	4 October 2017

Information about this early years setting

The childminder registered in 2010 and lives in Aldershot, Surrey. She has four registered assistants. She regularly works with two assistants at one time. The childminder operates all year round, from 7.30am to 6pm, Monday to Thursday, and from 8am to 5.30pm on Friday. She provides funded early education for three- and four-year-old children. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the childminder has 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 their evaluation of her practice.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides for children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.

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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