

Childminder report

Inspection date: 30 October 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

The childminder works closely with parents when children start at her setting. This helps her to gather information about what they can do and what they need to learn next. The childminder uses this information to create an imaginative curriculum that focuses on children's speech and social skills. For instance, children benefit from the support they receive to engage in meaningful conversations. They chat happily as they play in their favourite dressing-up clothes. Children demonstrate they are happy and settled in the care of the nurturing childminder.

The childminder sequences her curriculum very well. She is thoughtful about the resources on offer and how they link to children's interests. Children develop a real love of books. For example, the childminder is skilful and pauses as she reads stories. Children confidently retell the familiar phrases. This supports children's growing vocabulary. The childminder uses books as a core theme to help her plan motivating activities. For example, after the story 'The Room on the Broom', children make recipe cards to create magical 'potions'. This helps to support their early literacy.

The childminder has high expectations of the abilities of the children in her care. She is calm and gives them plenty of time to think of their own ideas as they play. This helps children to develop a positive attitude to learning.

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

- Children begin to learn early mathematical concepts. The childminder weaves games into children's play. For example, they take turns as they roll a large sponge dice and count the dots. If they miscount the dots, the childminder sensitively repeats the numbers back. This supports children to develop their early counting skills.
- The childminder places a high priority on children developing their own self-care skills. For example, they confidently tell the childminder when they need to use the toilet and wash their hands. Young children really persevere as they put their shoes on ready to go outside. Children become increasingly competent in their independence.
- Children's imaginations are well supported. They carefully pour coloured water to make 'potions' in a 'cauldron'. Children invite the childminder into the pretend picnic. As they pretend to put sun cream on their face, the childminder uses these opportunities to remind children how to stay safe in the sun.
- Overall, the childminder's teaching is good. She knows the children very well and joins in with their play. For example, children ask the childminder to go for a ride on their pretend broomstick. She uses this opportunity to extend the children's ideas as they 'zoom off' down the garden. Children laugh and develop their

physical skills as they run around the garden. However, occasionally, during some planned activities, the childminder's enthusiasm means she loses focus on the learning intention of the activity. This means children do not always achieve their intended outcomes.

- The childminder helps children to learn about growing vegetables. For example, children have grown pumpkins from South African seeds. They proudly display these and talk about the different coloured pumpkins. This helps to deepen children's understanding about the wider world around them.
- The childminder supports children's behaviour through the routine in her home. For example, before they have lunch, children say they need to tidy their toys away. The childminder praises them and together they tidy the areas ready for lunch. These routines help children to know what is next and supports their good behaviour.
- Partnerships with parents are strong. The childminder shares what children have done daily with them. Progress checks for children aged two are completed and shared with the parents. This helps to continue children's learning at home. Parents comment that they are grateful to be part of the childminder's 'wonderful' setting.
- The childminder has continued her professional development. She ensures that her mandatory training is up to date and regularly attends online training. This helps her to keep up to date with any changes. Furthermore, she works closely with other local childminders, which provides her with a network of support.

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:

- strengthen teaching to focus more fully on the intended learning when supporting children during activities.

Setting details

Unique reference number	EY414821
Local authority	Surrey
Inspection number	10364170
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 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 January 2019

Information about this early years setting

The childminder registered in 2010 and lives in Staines, Surrey. She operates Monday to Thursday, from 7.30am to 5.30pm, except 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 took the inspector on a learning walk and discussed the curriculum.
- The childminder spoke to the inspector at convenient times during the inspection.
- The inspector observed the quality of education and discussed the childminder's practice.
- The inspector reviewed evidence of suitability checks on household members.
- The childminder and the inspector evaluated an activity together and discussed the teaching and learning for children.
- The inspector viewed relevant documentation, including the safeguarding procedures.

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