

Childminder report

Inspection date: 21 March 2022

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 thoroughly enjoy their time in the childminder's warm and welcoming home. They are secure in their familiar routines. Children are eager to join in with the motivating activities that the childminder carefully plans for them. For example, children thoroughly enjoy experimenting with play dough to make different 'foods'. They enthusiastically explore the different ways play dough can move as they roll and squash it with their hands. Children enjoy using tools to make marks and create changes to the dough. These skills help children to develop their physical dexterity in readiness for writing.

The curriculum for language and literacy development is good. The childminder plans carefully to support children's language skills. She places a strong emphasis on books and singing. Children develop a love of books. They thoroughly enjoy snuggling up to the warm and loving childminder as she reads their favourite story about a tiger who came for tea. Children are enthralled by the childminder's exciting tone of voice, which she changes to reflect the different characters in the book.

Children are kind and caring. They speak politely to one another and to the childminder. They ask for help when needed and reply with a genuine 'thank you' when they receive this. The childminder plans activities so that children can learn about other cultures. Children regularly find out about different festivals during the year.

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

- Children learn about how to keep themselves healthy. This includes learning about the importance of healthy eating. Children have opportunities to be physically active throughout the day, with visits to local green spaces and parks. They develop good social skills as they meet with other childminders and their children. The childminder uses these enjoyable activities well to encourage further learning.
- The childminder knows the children extremely well. She confidently talks about their abilities, likes, dislikes and family backgrounds. The childminder recognises what children can already do and quickly identifies when children need additional support. She works closely with other professionals, including speech and language therapists. This helps her to provide children with any extra help that they need.
- The childminder is yet to fully develop partnerships with other settings that the children attend. This means that they do not consistently share information about children's development or work together to fully support and complement children's care and learning.

- The childminder encourages children to be independent. Children show that they can manage some self-care tasks. For example, they take off their coat and shoes when they enter the childminder's home. However, independence is not promoted as well in other self-care areas, such as nose wiping. At present, the childminder mostly wipes children's noses for them to ensure it is done properly.
- Relationships with parents are strong. Parents comment that the childminder is like extended family to them. Currently, parents do not come into the childminder's home when dropping off or collecting their children, to help maintain safe social distancing due to the COVID-19 pandemic. The childminder ensures that she discusses all aspects of children's care and learning with parents in other ways. These include regular messaging and sending photos electronically. She regularly shares assessments, such as the progress check for children aged two years.
- The childminder is committed to her role and her ongoing professional development. She makes good use of online courses to keep her knowledge and skills up to date. The childminder meets with other childminders to share new ideas. This helps her to continually make improvements to the provision.
- Children's behaviour is good. The childminder is a strong role model and clearly communicates expectations in age-appropriate ways. She consistently praises children for their good behaviour and achievements, which helps to support them to develop high levels of self-esteem and confidence.
- The curriculum for mathematics is well promoted. The childminder extends children's learning by weaving mathematics throughout their play. Children understand the language of comparison, such as 'bigger' and 'smaller'. For example, they excitedly discuss whether their toy vehicles are too big or too small to fit through the tunnel. Children giggle in delight as they race vehicles along a ramp.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a thorough understanding of her responsibility to promote children's welfare. She completes regular training to keep her safeguarding knowledge up to date. The childminder understands how to recognise concerns about children's welfare and report these to the relevant professionals. This includes recognising risks associated with exposure to extreme views and practices. The childminder is aware of the potential dangers related to the use of the internet and takes effective action to protect children. She talks with children about how to use the internet safely.

What does the setting need to do to improve?

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

- develop relationships with staff at other settings that the children also attend, to exchange precise details about children's care and learning
- promote children's independence in self-care skills further, such as teaching them to wipe their own noses.

Setting details

Unique reference number	EY425241
Local authority	Surrey
Inspection number	10228564
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 7
Total number of places	5
Number of children on roll	4
Date of previous inspection	7 September 2016

Information about this early years setting

The childminder registered in 2011 and lives in Godalming, Surrey. The childminder's provision operates on Monday to Thursday, from 8am to 5pm, for most of the year. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- This was the first routine inspection the childminder 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 her evaluation of the setting.
- The inspector completed a learning walk of the childminder's provision and discussed how the childminder organises and implements her curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A joint observation of an activity was carried out by the inspector and the childminder.
- The inspector talked with children at appropriate times throughout the inspection and considered their views. She also took account of the views of parents.
- The inspector looked at a sample of the childminder's documents. This included evidence of the suitability of persons living in the premises.

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
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