

# Childminder report

---

Inspection date: 21 October 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are lovingly greeted on arrival. The childminder places emphasis on ensuring that children feel safe and secure in her homely environment. She is attentive and sensitive to all children, especially those that are new. Children have developed strong bonds with the childminder and seek her out for comfort and play. Their personal, social and emotional development are supported well. The childminder role models good behaviour effectively through her kind words and gentle interactions. In turn, children are polite and share positive interactions as they play with and alongside each other.

The childminder has developed a curriculum that focuses on children's current needs and abilities. She implements the intention of learning through a combination of direct teaching and spontaneous activities. These are centred around children's immediate interests. For instance, the childminder gives children choices of which activities and play they would like to do. Children select an animal puzzle and excitedly clear the table in preparation. The childminder sits with children and supports their thinking as they arrange the pieces to see if they fit together. She encourages children to carefully look at the pictures and colours on each piece. This helps children to identify the pieces and then connect them together. The childminder encourages children to persist and celebrates their efforts when they complete the puzzle. Children learn to persevere and have a sense of pride in their achievements.

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

- Leadership and management are good. The childminder works closely with any assistants they have. They work well together and plan the learning environment effectively to meet the children's care and educational needs. The childminder is reflective and seeks continual improvement to enhance the service she offers. She attends regular courses to support her professional development and recognises training that will improve her practice and provision further.
- The childminder knows the children well and gives them appropriate next-step goals to achieve. The activities that the childminder plans incorporate the children's individual targets, supporting them to make good progress in their learning.
- Children have access to learning in all areas of the curriculum. The childminder supports children to develop their mathematical skills effectively. For instance, children group objects by colours and numbers. They use tweezers to pick the objects up and place them in individual bowls. The childminder encourages children to compare their groups and count how many objects they have collected. This supports children to recognise 'more' and 'less' and improves their fine motor and hand-eye coordination skills.

- On the whole, children demonstrate good behaviour. The childminder has house rules for children to follow. However, she does not always reinforce what she has asked children to do, which leads to inconsistencies in the messages they receive. For example, the childminder asks children to tidy up before they transition into the next aspect of the routine. Some children help, while others continue to play as the childminder carries out the tasks herself. As a result, children are not fully supported to understand what is expected of them.
- Children enjoy coming together as a group, such as at mealtimes. The childminder supports children to wash their hands before they sit down and to use their cutlery independently. This supports their physical development and helps them to improve their self-care skills. The childminder provides children with freshly prepared, well-balanced home-made meals. She talks to children about the benefits of eating healthy foods. This supports children's growing understanding of how to keep themselves healthy.
- The childminder is vigilant for anything that could cause harm to children in her care. She conducts frequent risk assessments to ensure that children can play safely in her home and garden. Children are well monitored and are always in sight and hearing of the childminder. This means the childminder is always available to meet children's care and learning needs.
- Parent partnerships are strong. The childminder understands the importance of working collaboratively with parents and other professionals. She recognises the benefits this has for children's learning and development. The childminder seeks parents' views and opinions by sending out regular surveys. She uses this information to make any improvements necessary. Parents express their gratitude for the attentive care and support the childminder gives their children.

## 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:**

- provide children with consistent messages to develop their understanding of behavioural expectations.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY435113                                                                          |
| <b>Local authority</b>                             | Surrey                                                                            |
| <b>Inspection number</b>                           | 10354933                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 6                                                                            |
| <b>Total number of places</b>                      | 5                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 12 November 2018                                                                  |

## Information about this early years setting

The childminder registered in 2011. She lives in Farnham, Surrey. The childminder works from Monday to Friday, all day, for most of the year.

## Information about this inspection

**Inspector**  
Kelley Ellis

### 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 inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a small-group activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to several parents during the inspection and took account of 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024