

Childminder report

Inspection date: 2 February 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 happy and make good progress in relation to their starting points. They have developed secure bonds with the childminder. For instance, they snuggle in closely and explore lift-the-flap books with her. Children arrive eager and excited to begin their day, seeking out their friends to share experiences with.

Children are highly motivated to learn and confidently explore the resources and toys. They play happily with their chosen activity. For example, children concentrate for extended periods of time using tweezers to pick up small world farm animals from a dried pasta and lentils mixture. This helps to strengthen their smaller hand muscles in preparation for early writing skills. Children relish the praise and attention they receive from the childminder. They show high levels of self-esteem. For example, children are excited to have a go at counting pretend farm animals. They eagerly share their photograph albums with the inspector.

Children enthusiastically join in matching animal card games, drawing and sharing stories. They participate in learning animal names and the noises they make, as they 'roar' like a lion. Younger children develop good hand-to-eye coordination skills as they learn how to form letters in their name.

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

- Speech and language skills are modelled very well by the childminder. Children receive gentle corrections as she repeats back what they have said. She encourages them to talk and respond to her as they play and learn. She talks with them about things they have done in the past, such as going to ballet and soft-play sessions, and the activities they are doing now. She asks questions which encourage children to take part in two-way conversations. Children confidently speak to visitors. For example, they tell them about special events in their home lives.
- The childminder has a fully inclusive setting. She celebrates diversity with the children. For example, she reads a range of stories, celebrates festivals that are relevant to the children and provides varied resources. The childminder works hard to break stereotypes the children may have through regular discussions while out and about in the community.
- The childminder knows the children extremely well and provides them with a wide range of interesting activities and resources that they enjoy and which are matched to their interests. At times, older and most-able children dominate the childminder's attention. This occasionally leads to the childminder not being able to take every opportunity to extend the younger children's good learning.
- Children are keen to do things for themselves. The childminder helps them to gain independence in their personal hygiene and self-care. Children hang their

coats up, wash their own hands and tidy away their toys. The childminder encourages children to use good manners. Children say 'please' and 'thank you' unprompted at snack time.

- The childminder has good partnerships with parents. Parents say that their children make good progress in her care, particularly with their speech, confidence and behaviour. The childminder seeks feedback from parents to help her to identify ways in which she can improve her practice. For example, she has adapted the way she sends information to parents from a daily diary to electronic messages and photographs of the children's day. The childminder has not fully developed links with professionals in other settings children attend. This means she is not able to share information about children's learning and progress.
- The childminder knows her strengths and is keen to continuously improve her practice. She accesses training courses and other useful information online to update her skills and knowledge.
- Children are provided with opportunities to be involved with and make decisions about the healthy snacks that they would like to eat. Children learn about the importance of choosing foods that are less sugary and why they need to brush teeth, as they chat to the childminder during mealtimes. Children are developing a good understanding of the importance of good oral hygiene.
- Children's behaviour is good. The childminder explains her rules and uses these with children to help them learn to manage their own behaviour and find solutions together. She is a good role model.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places high priority on children's safety. She has a clear understanding of her role in keeping children safe and protecting them from harm. The childminder is aware of possible indicators of abuse including issues, such as domestic violence, radicalisation and physical abuse. The childminder is aware of the local procedures she must follow to report any safeguarding concerns. She routinely checks her resources and the environment to ensure that they remain safe. This includes suitability checks for those living on the premises. The childminder holds a current paediatric first-aid certificate. Children are supervised as they play and during mealtimes. Children sleep outside and are checked regularly.

What does the setting need to do to improve?

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

- extend opportunities for younger children to be more involved in the activities to help support their ongoing learning needs

- maximise the links with other providers where children attend to share information about children's progress and use this to plan for children's individual future learning.

Setting details

Unique reference number	EY442178
Local authority	Surrey
Inspection number	10265392
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 6
Total number of places	5
Number of children on roll	7
Date of previous inspection	5 June 2017

Information about this early years setting

The childminder registered in 2012. She lives in Camberley, Surrey. She operates for most of the year, from 8am to 5.30pm, Monday to Thursday, although this is flexible. The childminder holds a relevant qualification at level 3. She is in receipt of early education funding.

Information about this inspection

Inspector

Bev Boyd

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 their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke to the childminder and the children at appropriate times.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at evidence of the suitability of the childminder and other adults living and working on the premises.
- The inspector took account of the views of parents, from documents containing their comments on the provision.

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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