

Childminder report

Inspection date:

15 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children very clearly demonstrate that they feel safe in the childminder's care. For example, they confidently interact with a visitor to the home, eager to find out who they are and to share their dolls with them. 'Here's a baby for you' they say with a smile. Children are very motivated to learn and show high levels of engagement while the childminder interacts with them during activities, such as collaboratively building a train track together. 'I did it!' they beam as they successfully manage to connect the tracks, displaying a clear sense of achievement.

Children behave very well. They are kind and courteous to each other, saying 'please' and 'thank you' without the need for prompting. Children have positive attitudes to their learning. They listen to an explanation from the childminder about 'more' and 'less' when playing with rice, scoops and pots. Children then test out this new knowledge with their peers. 'Here you go, it's more' they say as they hand a full pot to a friend.

The childminder clearly identifies what she wants the children to learn during their time with her. For instance, the childminder is supporting emerging language for children in a variety of ways, such as reading books, rhyme and discussions at every opportunity. This targeted approach has a positive impact on children's language and communication.

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

- The childminder has good relationships with parents. They mention that she creates a 'home-from-home environment' and their children cannot wait to arrive. They write about the healthy and nutritious meals that are provided and the exciting opportunities for trips, such as visiting the zoo, local playgroups and parkland. This helps children gain experiences about the wider community.
- Children are supported to be independent. For example, the childminder encourages children to try to dress the dolls without them automatically asking for help. When children are successful and do something unaided for the first time, they very clearly show their delight. The praise that the childminder gives them for not giving up helps to raise children's confidence and self-esteem.
- The childminder comments on what the children are doing during activities. She uses questioning to extend children's learning. However, there are times when the childminder does not give children enough time to respond, and therefore children do not always get the opportunity to give their own ideas and opinions. Consequently, children are not fully supported to develop their problem-solving skills.
- The childminder clearly identifies what she wants children to learn. She uses books to support sentence construction and very young children eagerly join in

with anticipated phrases and shout out what will be eaten for dinner when reading the book 'Hello Dudley'. 'Urrgh slugs! Yummy!' they squeal with delight. Children then use these new words and phrases during their play and routines. For example, when asked what a child is having for lunch, they reply 'not slugs, urrrh!'

- The childminder is very dedicated to the children in her care, and she ensures every precaution is taken to keep children safe. She vigilantly supervises children on outings and carries out daily checks to make sure the areas where children play and learn are safe. The childminder helps children to understand why they need to tidy away their toys to prevent trip hazards. This supports children's understanding of how to keep themselves safe.
- Children are eager to be independent during routines, such as at lunchtime. They choose their own fillings for sandwiches and use knives to spread and cut the bread. They beam with delight when the childminder praises them for being independent. However, the childminder does not use these occasions to discuss foods that are healthy and good for our teeth and bodies. As a result, children are not fully supported to understand that healthy eating helps contribute to a healthy lifestyle.
- The childminder provides a broad and balanced curriculum that is built on children's interests and what children already know and can do. She is ambitious for all children and regularly shares ideas for learning with parents and carers. For example, because of the COVID-19 pandemic, the childminder identified a gap in children's language and socialisation, which was discussed with parents. As a result, children are thriving under this targeted support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly committed towards keeping all children safe. She is vigilant in assessing potential risks and knows the correct procedures if she has concerns about a child's well-being, including what to do if she suspects a child is being abused. The childminder undertakes regular training to ensure that her safeguarding knowledge is up to date. She follows robust procedures to ensure that others living at the premises are safe to be around children.

What does the setting need to do to improve?

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

- build on learning opportunities as they arise to support children's understanding of why healthy foods contribute towards a healthy lifestyle
- give children enough time to process their thoughts and express their own ideas when responding to questioning.

Setting details

Unique reference number	EY482712
Local authority	Surrey
Inspection number	10228953
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 8
Total number of places	8
Number of children on roll	8
Date of previous inspection	16 November 2016

Information about this early years setting

The childminder registered her premises for childminding in 2014. She lives in Guildford, Surrey. She cares for children on Monday to Thursday, from 7.30am to 5.30pm. The childminder holds a relevant early years qualification at level 5.

Information about this inspection

Inspector

Tina Lambert

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 provider and has taken this into account in their evaluation of the provider.
- The inspector observed the quality of teaching during activities and considered the impact this has on children's learning.
- The inspector viewed all areas of the house where children eat, play, learn and sleep.
- The inspector viewed a range of documentation, including the suitability of others living on the premises and paediatric first-aid certificates.
- Parents' views were taken into consideration through written comments.

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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