

# Childminder report

---

Inspection date:

3 February 2020

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

---

Previous  
inspection

Met

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

### This provision meets requirements

The well-organised childminder creates a welcoming, calm and caring atmosphere. Children are very happy and settled with the experienced childminder. They demonstrate this as they happily share information with the childminder about their day and who they are looking forward to seeing after school. The childminder consistently praises children for their achievements. This contributes to building their self-esteem and confidence. For instance, children are keen to share their achievements as they complete a birthday card for their friend at the setting.

Parents comment on the 'homely' atmosphere the childminder provides and how their children are 'safe and well cared for'. The childminder knows the children well and provides a range of activities and resources that support their interests. As a result, children are engaged and motivated in their play. The childminder makes excellent use of local parks, giving children many opportunities for physical development. Children learn to take risks in a fun and active way.

The childminder has high expectations of children and their behaviour is good. She is an excellent role model. Children play well together and learn to take turns and share. This is illustrated as children patiently wait their turn while playing a popular board game. The childminder helps children develop independence in their self-care routines. For instance, they remove their own shoes and take off their coats and hang them up when they return to the house.

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

- The childminder interacts extremely well with the children. She is affectionate and gentle in her approach. The childminder engages in conversation during play and asks open-ended questions, promoting communication skills. Children form strong friendships and enjoy one another's company. They join in with a range of activities to complement what they already know and can do. For instance, children enjoy drawing and colouring, constructing with bricks and fitting puzzles together. Children are creative and imaginative. This is demonstrated as they delight in using a range of materials to decorate a card. They choose colour for a purpose and build on their pencil control as they carefully colour within the lines.
- Parents say that they are happy with the service provided by the childminder. They comment on how 'kind and patient' the childminder is and the good communication that they receive about their children. They praise the variety of activities that their children are offered and the progress that they make in their language development.
- The childminder supports children's communication and language effectively.

She encourages children to share their experiences with others to help boost their confidence in speaking. For example, on the walk back from school, children excitedly tell each other what they have enjoyed doing during the day.

- The childminder supports children's growing independence effectively. For instance, children develop their sense of responsibility and enjoy helping with tasks, such as setting up new activities and helping at tidy-up time.
- Children develop a knowledge of the world around them. Diversity is positively and actively promoted, and children enjoy learning about different cultural celebrations, such as Diwali. Children have many opportunities to learn about the natural world. For instance, children learn how to recycle different materials they use, and they demonstrate an understanding of how to look after the planet.
- The childminder supports children to develop a good understanding of their personal safety. For example, she encourages children to help her assess risks and hazards on their walks to and from school. The childminder provides children with boundaries and helps them to understand the consequences of their actions. This has a positive impact on keeping children safe.
- The childminder provides children with healthy, nutritious meals. She ensures all children can be included at mealtimes and has a very good awareness of those with allergies and specific dietary requirements. Children learn the importance of good hygiene routines. For instance, they know to wash their hands before eating.
- The childminder evaluates her provision. She gathers feedback from parents to help her identify improvements. The childminder has recognised that there is scope to enhance her professional development further, to raise the quality of her interactions with children even higher.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection and is extremely vigilant in keeping children safe. She knows the potential signs that indicate a child may be at risk of harm, and how to report any possible concerns. The childminder completes regular safeguarding training and makes sure that her knowledge and understanding is always up to date. She assesses risks effectively and maintains a safe environment.

## Setting details

<b>Unique reference number</b>	EY242300
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10132598
<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</b>	4 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	17 November 2014

## Information about this early years setting

The childminder registered in 2002. She lives in Horsell, Surrey. The childminder offers before- and after-school care, Monday to Thursday, term time only. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Sarah Richards

### Inspection activities

- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector observed children during their activities, including the walk from school to the childminder's home.
- Parents provided written feedback about the provision. The inspector read and took account of this.
- Relevant documents were read and discussed. For example, the inspector checked the registers of attendance for the children currently on roll at the provision.
- The inspector had a tour with the childminder of the parts of the premises used for childminding. She discussed with the childminder how risks to children's safety are minimised.

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 2020