

# Childminder report

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Inspection date: 18 May 2021

<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	Not applicable

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

### **The provision is good**

The childminder creates a home-from-home environment for the children she cares for. She establishes warm, trusting relationships with children in her care from the beginning. Children demonstrate that they feel safe and secure, which helps to support their good levels of confidence and self-esteem. The childminder uses effective settling-in procedures to gain a good range of information about children's care needs from the outset. This helps children to settle happily and contributes to their positive attitudes to learning.

The childminder provides a broad curriculum for children and has high expectations for what they can achieve. She recognises the differing ages and interests of children she cares for and tailors the learning opportunities she offers to reflect this. For instance, as children choose books to share, the childminder helps older children to recognise written numbers and to count confidently. Younger children recognise different animals and excitedly copy the sounds that they make.

Children behave well and are polite and courteous with the childminder and their friends. The childminder uses good opportunities to help children learn how to value and respect themselves and each other. Children learn how to share toys and resources and to take turns in activities. They gain good emotional resilience in readiness for the next stage in learning.

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

- The childminder captures good opportunities to introduce new language in her conversations with children. She explains clearly what new words mean, to support children's growing vocabulary skills well. For example, the childminder pronounces the word 'scaly' as children look through picture books. She encourages children to explore the textures of the fish and helps older children to repeat back the word clearly, as they gain confidence in their communication skills. Children learn new language rapidly and are confident and articulate in their conversations with the childminder and each other.
- The childminder has a good understanding of how children learn. She provides a wide variety of play experiences for children which support their unique interests and abilities and motivate them to learn. The childminder recognises when children need more support to help them persevere when learning is more difficult. This successfully encourages children to keep trying, as they confidently master new skills. The childminder makes regular observations and assessments of children's learning to ensure they make good progress. However, she does not always use her good knowledge of what children know to ensure her plans for children's next steps in learning are precise and sharply focused, to help them achieve at the highest levels.

- The childminder develops good partnership working with children and their families from the outset. Parents speak very highly of the childminder and the care she provides. They say that the childminder offers activities that are 'engaging, topical and stimulating'. They feel well informed about the activities their children taken part in and children's overall progress. Partnerships with parents are used effectively to help support children, including helping to promote their good social skills. However, the childminder does not work as closely with other early years settings that children attend, to share information and promote consistency in their learning and development.
- The childminder places a strong focus on helping children to develop good attitudes to keep themselves healthy. They benefit from active play and develop good physical control of their bodies. The childminder provides a good range of healthy, home-cooked meals and snacks. She adapts her menus to meet the individual dietary needs of children, working closely with children and their families. Parents say that children are more confident in trying a wider range of foods at home as a result of the childminder's encouragement and support.
- Children benefit from a wealth of opportunities to learn about the wider world. The childminder provides hands-on play experiences to develop children's interest in nature. For instance, children learn how to plant and tend fruits and vegetables they grow. Parents comment positively on how their children learn to relate to the natural world as a result of the experiences the childminder provides.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She maintains a safe and secure environment for children to play and learn in and supervises them at all times, including when she takes them on outings away from her home. The childminder makes good use of training to keep her knowledge of safeguarding up to date. She knows how to recognise when children are at risk of harm and what action she would take to report her concerns. This helps to promote the welfare of children effectively.

## What does the setting need to do to improve?

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

- refine the planning for children's learning to help incorporate their next steps for learning more consistently into their play
- strengthen existing links with other early years settings children attend to promote a better exchange of information which is more closely focused on children's individual learning.

## Setting details

<b>Unique reference number</b>	EY552410
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10143668
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Godalming, Surrey. She operates Monday to Friday, from 7am to 6.30pm, for most of the year. The childminder is able to receive funding for free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Tara Naylor

### Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 (coronavirus) 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 childminder and the inspector observed children in activities and talked about the childminder's curriculum, children's learning and the impact this had on their knowledge and skills.
- The inspector looked at a sample of the childminder's documentation. This included evidence of the suitability of persons living in the household.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- Parents provided their written views of the childminder's service, which the inspector took account of.

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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