

Childminder report

Inspection date: 20 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at this friendly and welcoming setting. Since the COVID-19 (coronavirus) pandemic, the childminder has adapted the way she gathers information about children before they start. For example, parents and children have the initial meetings online. The childminder uses this knowledge to tailor settling-in sessions to support children's emotional well-being. As a result, the children form extremely strong and trusting bonds with the childminder. They have fun together and delight in each other's company. The dedicated childminder has high expectations for children. Older children are especially kind and considerate when playing. For example, they independently share water jugs with younger children. Children are emotionally secure and their behaviour is good.

Children benefit from extensive opportunities to be physically active and learn outdoors. Since the pandemic, the childminder has introduced 'forest school' trips in the local woods. The children talk about the different tools they use. For example, 'palm drills' to drill holes in coconuts. The childminder follows the children interests in their play. For example, children benefit from counting and identifying numbers as they play shops with a cash register and toy money. They develop an understanding that money has value. Children gain effective skills that prepare them for their next stage of development and their eventual move to school.

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

- The qualified childminder uses her experience to plan and extend activities that capture children's interest and cover all areas of the curriculum. For example, children's fascination with dinosaurs leads the childminder to produce a picture and word matching game. This helps to support their growing vocabulary and to learn about creatures and animals that lived in the past.
- The quality of teaching is consistently good. The childminder constantly talks to children, asks questions and helps them to think about and recall previous activities and experiences. Children are confident communicators and display a growing vocabulary, as the childminder consistently introduces new words as they play. However, at times, the childminder misses opportunities to extend children's early literacy skills as well as possible. For instance, by talking about letters and the sounds they represent.
- Children have good opportunities to learn about the wider world. They learn how a 'mini greenhouse' helps seeds grow due to the warmth. They talk about the vegetables and sunflowers that they planted in the garden. For example, children measure the different sizes of the plants with a tape measure, which helps them to learn about changes that occur over time.
- The childminder supports children to remember their outings. They recall past events by looking at photographs. Children delight in telling the inspector about

their trip to the local stream where children re-enacted the story of 'Stick Man'. Children develop a love for books.

- Children thoroughly enjoy their social mealtimes. The childminder teaches children the benefits of having a healthy lifestyle. The childminder provides children with nutritious meals and snacks. For example, children helped to cut the fresh apples and bananas for snack. Children listen exceptionally well and follow instructions. For example, they understand the increased need to keep themselves safe when cutting their fruit for snack. They use good manners as they say please and thank you at mealtimes.
- Parents speak very positively about the childminder and value the good quality care and learning she provides. However, the childminder does not share information to maximise opportunities for working in partnership with all early years settings children attend, to improve the consistency in children's learning experiences.
- The childminder completes required training, such as safeguarding and first aid. She is able to evaluate her own practice. The childminder seeks the views of parents and sends them questionnaires to help her make improvements to her provision. For example, before the pandemic parents asked for children to attend more outside groups so she joined local singing groups.
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Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She ensures the environment is checked and maintained with any hazards minimised for children to play safely. The childminder has robust safeguarding procedures in place and keeps her training up to date. She can identify signs that could indicate a child is at risk of harm or neglect. The childminder knows the professionals to contact and procedures to follow if she has any concerns about a child's welfare. She ensures children are supervised and her first-aid qualification is valid. She completes suitability checks for all the adults in the household.

What does the setting need to do to improve?

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

- provide further opportunities for older children to learn the sounds to develop pre-reading skills
- enhance partnership working with all other early years settings that children also attend, to build an effective two-way flow of information that provides children with consistency in their care and learning.

Setting details

Unique reference number	EY551757
Local authority	Surrey
Inspection number	10174545
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Guildford. She operates all year round from 7.30am until 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- A learning walk was conducted with the childminder to understand how the early years provision and the curriculum are organised.
- The inspector sampled some of the childminder's paperwork, including certificates and suitability checks.
- The childminder and the inspector carried out a joint observation together.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.

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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