

# Childminder report

---

Inspection date: 7 June 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**

Children enjoy the time they spend with the childminder. She provides a warm, welcoming and homely environment where children feel safe, secure and happy. The childminder finds out about children's routines and interests before they start. She uses this information to plan for children's learning. Children are offered a good variety of play and learning opportunities, with a focus on being outdoors in the large garden. They behave well and respond positively to adults. For example, they help to tidy away the musical instruments to make space to build towers with wooden bricks.

The childminder provides children with healthy snacks and nutritious home-cooked meals. Children begin to make healthy choices when selecting what foods to eat. For example, they choose bananas for their snack, and are encouraged to eat a variety of vegetables with their meals.

The childminder is a positive role model. She encourages children to be independent and supports younger children to take part in daily routines. The childminder continually talks to the children. She describes what they are doing and introduces new words. At times, this means children miss opportunities to mimic her speech and repeat new words.

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

- The childminder places a strong emphasis on outdoor learning, and children benefit from a wide range of experiences. She supports children to manage risks in their play through close supervision. The childminder takes children on the school run and to visit other local childminders. Older children enjoy playing football on the large communal green in the cul-de-sac. This provides opportunities for children to interact with others, develop their social skills and build their confidence. Children learn about road safety and respond well to the childminder's instructions.
- The childminder regularly evaluates her practice. She incorporates the views of parents through feedback questionnaires to help drive improvement. The childminder attends mandatory training, including child protection and paediatric first aid. However, she does not place enough focus on her professional development, to ensure that she keeps up to date with curriculum changes and how she can support children's good learning further.
- Partnerships with parents are strong. The childminder keeps parents informed about the care provided through verbal feedback. She shares children's learning and works consistently with parents at different stages of their child's development, for example when they move on to school or try new foods.
- Children are happy, settled and independent. The childminder is sensitive to

children's needs, which fosters their security and emotional well-being. She understands how to support children in becoming self-sufficient, confident learners. Life skills, such as putting on coats and shoes, alongside good table manners, are promoted throughout the day. Children take turns to be the 'handwashing monitor' as they learn about personal hygiene and the importance keeping themselves clean.

- Children are curious as they investigate the sounds different musical instruments make. They learn to shake and hit the instruments to create noise. The childminder talks continually to the children, introducing new words and concepts. However, she is yet to consider ways to interact with children so that they can develop their own speech and use of language.
- Children have a can-do attitude and persevere. They concentrate when carrying out activities and take pride in their achievements when they complete a task. For example, when building a tower with wooden bricks, the young children raise their arms to cheer as they successfully add more blocks without the tower toppling over. The childminder knows the children in her care well and can confidently talk about their capabilities and likes.
- Children develop an awareness of cultures and traditions. They enjoy learning about festivals and celebrations from around the world, such as Chinese New Year. The children enjoyed making salt dough decorations for Christmas and Mother's Day bouquets. They are able to explore a variety of materials, textures and learn new skills. Children feel valued and are aware of what makes them special and unique.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of safeguarding and child protection procedures. She can clearly identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder has a clear understanding of wider safeguarding issues and knows the procedures to follow and professionals to contact if she has concerns. Daily risk assessments are carried out before the children arrive at the provision, and premises are kept clean and tidy. The childminder supports children to develop a good understanding of their own personal safety.

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

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

- identify ways to access further training opportunities to extend knowledge and skills to the highest levels
- strengthen interactions with children to ensure that they are able to mimic speech and develop their vocabulary.

## Setting details

<b>Unique reference number</b>	EY553591
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10174670
<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>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in West Horsley, Surrey. She operates all year round from 7.30am to 6.30pm, Monday to Friday.

## Information about this inspection

### Inspector

Amanda Harrison

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how the early years provision and the curriculum are organised.
- The inspector took account of the views of parents through written documentation.
- Suitability documentation for the childminder and household members was checked, along with the first-aid certificate.
- The inspector had a tour of the premises and invited the childminder to take part in a joint observation.

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 2021