

# Childminder report

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Inspection date: 18 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

The childminder is passionate and dedicated in her role to provide good quality care and learning experiences for the children she cares for. Children develop warm, trusting relationships with the childminder and her assistant. Children demonstrate that they feel safe and secure. The childminder recognises the differing needs of the children she cares for and provides reassurance and encouragement for children, in response to their individual needs. This helps to develop children's confidence and self-esteem in their growing abilities. Children behave well. The childminder helps children learn how to share and take turns with favourite toys and resources as they play together. This helps them to learn how to value and respect the differing needs of their friends.

The childminder organises a safe, inviting and well-resourced environment within her home for all children. Toys and resources are plentiful and organised in way that invites children to independently choose what they want to play with. The childminder adapts play activities to weave spontaneous learning into children's play well. For instance, as children draw with chalks, the childminder teaches them how to draw and name different shapes, such as the circle and rectangle.

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

- The childminder provides a broad curriculum for children and teaching is good. Overall, she knows what children are able to do and plans for what they need to learn next. During play activities the childminder captures opportunities to introduce new ideas, sequencing learning well. For instance, she helps younger children learn how to connect train carriages, teaching them to count each one in turn. Children learn to use mathematics purposefully as they work out how many carriages they have in total. Children listen attentively and enjoy learning, to support the good progress they make in their development.
- Partnerships with parents are well established and effectively used to provide children with consistent routines between home and the childminder's setting. Parents speak positively about the childminder. They say that she has helped their children to be more confident and to develop good social skills, especially with other children that they play with. The childminder shares a wealth of information with parents, to ensure they know about their children's overall progress. She offers suggestions of how parents can continue to support children's learning at home. For instance, she works closely with parents as their children are being toilet trained.
- The childminder promotes children's communication and language skills well, overall. She helps children to learn new words to broaden their vocabulary skills. For instance, as children colour in superhero masks she helps them learn the names of new colours, and children hear and repeat back these new words

confidently. However, the childminder does not closely monitor the way children use some speech sounds when they talk. This does not help her to plan precisely what she can do to further support this aspect of their learning.

- Children's behaviour is good. The childminder and her assistant are consistent in supporting children's personal, social and emotional development. They are good role models and are kind, polite and listen attentively to the children as they talk. They recognise children who are less confident and use praise and encouragement to help build children's good levels of confidence and self-esteem. Children learn how to use good manners, to share and how to resolve very small disputes in a kind and caring manner. They develop strong friendships with their peers and thoroughly enjoy each others' company.
- The childminder is qualified and experienced. She works well with her assistant to continually reflect on ways to build on the learning experiences they offer children. For example, they research activities they can offer children, to make learning exciting and fun. The childminder completes a variety of training opportunities and passes on any new information to her assistants. However, the childminder does not always ensure that her assistants receive targeted opportunities to build on their professional development, to develop their skills and teaching to the highest levels.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder risk assesses her home and on outings, to identify and implement routines to keep children safe. The childminder and her assistants attend regular child protection training and know the correct procedures to take should there be an allegation made about a child's welfare. They have a good knowledge of how to identify and report any child protection concerns, including who to contact if they believe a child may be in an environment where extreme ideas or views are being shared.

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

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

- strengthen ways to help children to hear and practise using speech sounds, so that they speak with increasing confidence and make the best possible progress in their language skills
- develop a focused programme of training for the childminding assistants, to support ongoing professional development.

## Setting details

<b>Unique reference number</b>	EY562885
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10190909
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Addlestone, Surrey. The childminder provides care for children, Monday to Friday, from 6.45am to 5pm, throughout the year. The childminder works with two assistants. She holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Tara Naylor

### Inspection activities

- This was the first routine inspection the provider 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.
- The childminder discussed her curriculum with the inspector and how she plans for children's learning.
- Parents shared their written views of the childminder's service, which the inspector took into account.
- The inspector spoke to children, the childminder and her assistants at appropriate times during the inspection.
- The inspector observed the quality of teaching, discussed this with the childminder and assessed the impact this has on children's learning.

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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