

# 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

Children benefit from an inviting learning environment and a broad selection of resources. They are happy in their surroundings and make choices about their play. For example, young children pretend to feed their dolls. They show curiosity, express their ideas and become engrossed in their own imagination. The childminder is kind and thoughtful, and children delight when she interacts with them. They show that they feel safe in her care and happily interact with visitors to the setting. Children have strong bonds with the childminder and behave very well.

The childminder observes children and assesses their knowledge and understanding daily. She has high expectations for all children and demonstrates a good understanding of their abilities. Children make good progress. The childminder has been proactive in adapting how she works with parents during the pandemic. This includes providing them with even more ideas for learning at home, in particular to help support children in their move on to school.

The childminder helps children to grow in independence and sensitively encourages them to manage their care needs. Children follow instructions on how to wash their hands and stay seated at the table when they eat their healthy snacks.

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

- The childminder regularly evaluates the quality of her provision. She networks closely with other childminders in the local community and shares ideas and practical advice. The childminder works hard to improve her knowledge and introduce new ideas. For example, she has recently added new equipment, such as a summer house in the garden, to help support those children moving on to school. Children call this their school house. They enjoy sharing their ideas, remembering events and discussing their play.
- The childminder plans a well-balanced curriculum that offers children a wide range of learning experiences. She knows where children are in their current development and understands her learning intentions well. For example, the book corner offers a variety of choice and young children enjoy handling and looking at books with her. The childminder offers lots of encouragement to support children to learn new skills, such as rolling and throwing a ball. However, on occasions, she does not adapt her teaching to help children develop these skills and achieve as much as they can.
- The childminder gets to know children and their families very well from the start. She constantly exchanges information with parents that helps them fully understand their child's learning. Parents speak highly of the childminder. They say ideas are shared effectively and she works closely with them to meet their child's individual care and development needs. This provides children with

good continuity of learning. Through discussion, the childminder explains how she teaches older children and helps them prepare for future learning, including starting school. For example, children practise their reading and writing skills as they play together in their school house.

- The childminder's curriculum currently has a strong focus on children's speech and language development. She speaks clearly and models words to support all children, including those who speak English as an additional language.
- The childminder plans purposeful activities to support children's large and small physical skills. For example, children concentrate intently and show good control as they carefully balance small objects. They show high levels of curiosity and experiment with transporting objects.
- The childminder supports children in being active. Large play equipment in the garden helps them to develop good physical skills. Children enjoy visits to the local parks and delight in walks in the community. They collect natural objects and use these as part of their craft activities back at the setting. This supports children to develop their understanding of the wider world.
- The childminder supervises children effectively. She carries out good risk assessments and takes effective action to minimise risks to children. For example, she has a safety gate to the kitchen to prevent younger children from accessing this area unsupervised.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training regularly to help her keep up to date with current safeguarding requirements and guidance. She can identify signs and symptoms that may show a child is at risk of harm. During the inspection, she responded confidently to questions and scenarios to assess her knowledge in relation to all aspects of safeguarding matters, including online safety and protecting children from the influence of extremist views. The childminder follows her robust policies, procedures and risk assessments to promote children's health, safety and well-being effectively. She restricts adults entering her house and disinfects toys daily to minimise the spread of infection.

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

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

- recognise when to adapt teaching to offer children further support, in particular when they are practicing new skills and finding learning difficult.

## Setting details

<b>Unique reference number</b>	EY557442
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10190546
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Woking, Surrey. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 home-based childcare qualification.

## Information about this inspection

### Inspector

Jane Franks

### 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 their evaluation of the setting.
- The inspector completed a learning walk of the setting with the childminder to understand how the provision and curriculum are organised.
- The inspector looked at a sample of the childminder's documents. This included evidence of the suitability of all those living at the setting.
- The inspector and the childminder carried out a shared observation together.
- The inspector spoke to children and parents during 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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